A DESCRIPTIVE REVIEW AND ANALYSIS OF THE CREATION AND DEVELOPMENT OF AN ADVISORY PROGRAM IN AN INNER-CITY MIDDLE SCHOOL

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This study described and analyzed the development and implementation of an advisory program at one urban middle school. Development of the advisory program began during the 1997-98 school year. The implementation of the program was examined during the 1998-99 and 1999-2000 school years. This school site was chosen because of the in-depth research and planning of the program beyond the typical amount performed by many schools, and the wide-scale staff participation utilized in the program's development.

In order to follow the processes of development and implementation, several models of change, innovation, and organizational analysis were used to provide focus for analysis of events that occurred during the three years of the program examined in this study. Data was collected in multiple manners. A complete review of school documents concerning the advisory program was performed, and over 50 percent of the faculty were interviewed through individual and team interviews.

The findings of this study include various elements concerning the development and implementation of the advisory program. Data was collected and analyzed in three main categories including a) driving and resisting factors for beginning and implementing the program, b) processes used to plan, maintain and develop the program, and c) the

periods in which the program became stable. Additional considerations were examined including the evaluation of the program, future possibilities for implementation, and staff roles in the program.

Recommendations of the study include: limiting the focus of the advisory program; maintaining consistent goals; starting with a limited program; securing high staff participation; providing extensive time for planning; maintaining a high level of monitoring by administration and staff leaders; providing in-depth training; and, insuring that open lines of communication exist.

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CHAPTER 1

INTRODUCTION

In August 1997, Smithbarry Middle School opened its doors for students for the first time. The school was designed to fit the ideals of the middle school movement. During the first year, the school implemented many facets of the middle school program including interdisciplinary teaming, thematic units, and a high level of parental involvement. Also during the first year, the school began to develop an advisory program for the following school year, 1998-99. The program was implemented in August of 1998. This study described the processes, strategies, and barriers to the development of the program including the involvement of various members of the school community, and documentation of the changes to the program.

The middle school advisory program, often referred to as the advisor-advisee program, became an integral part of the middle school curriculum early in the development of the middle school concept as introduced by Alexander (1965) in a speech at Cornell University in 1963. In the early 1900s, the move toward separate schools for children in grades 7-9 began with the creation of junior high schools. In most models of junior high schools, guidance was provided through homeroom situations. As the junior high evolved, many critics argued that the junior high school model was too far removed from elementary school and too close to the way high schools are run. The junior high school tried to gain a stronger intermediate identity by

instilling a guidance program that delivered broader guidance through other subject classes and later through a problem-centered core curriculum, yet programs were still seen as inadequate (Alexander, 1968). In the 1960s, Dr. William Alexander stressed the importance and effectiveness of the middle school concept. In post-Sputnik America, the need for school reform was increasing, and many who believed in restructuring the middle grades saw this time as an opportunity to reorganize the middle years (Wiles, 1981).

As the development of the middle school concept expanded, the notion arrived that everyone in the school should participate in and be responsible for providing that guidance. For this to occur, each teacher must develop stronger bonds with students and strive to be an advocate for students (Cole, 1981). With the need to have teachers involved in the guidance process prescribed, leaders of the middle school movement saw the advisor-advisee program as a way to provide guidance, create advocacy for students, and have all members of the faculty involved in the process (Alexander, 1968).

An advisor in a middle school setting advocates for the student in the school setting, helps with peer and teacher relationships, and provides at least one strong relationship in the school setting for each student (Cole, 1992). Advisor-advisee programs came into practice in the 1880s in English classes at a Detroit High School, as each student was assigned an advisor to provide guidance beyond previous practice (Wittmer, 1993). The concept was partially imitated in junior high schools in the early 1900s in the form of a homeroom class (Briggs, 1920). While providing guidance and counseling increased as a function of public schools in the 1920s and 1930s, the

homeroom concept developed further as a predecessor of what is viewed as the advisory program of middle schools today (Jones and Hand, 1938).

In the framework of the middle school movement, the middle school student is seen as a transescent learner, dealing with many complex emotional and physical changes due to body chemistry. The need to create a more friendly school environment had become evident to most middle school educators. The techniques to meet those needs were still in development. Many looked to the junior high as a model, but others felt that it lacked the programs that nurtured the transescent learner (Eichhorn, 1966).

The middle school movement suggested many techniques in organization and instructional practices to fit the uniqueness of the middle school student, such as a better transition between elementary and high school and a wide range of intellectual, social, and physical experiences. One of the main foci lay in the mindset of the staff in providing middle school instruction, as teachers must serve as advisors to students. (Wiles, 1981).

The development of advisor-advisee programs was not merely the product of the middle school movement. The push for educational organizations and schools to provide non-academic development has been encouraged by many educational philosophers. Piaget (1963) discussed the importance of cognitive development. Kohlberg (1981) desired ethical reasoning for children. Erikson (1968) pushed for psychological development. Super (1963) discussed the need for career development throughout students' education. While many schools addressed these areas of student need through counseling programs, the counseling programs still remained insufficient in meeting students' non-academic needs. With the idea of a middle school, which addressed the

intense needs of the transescent learner, it was evident to many that counseling programs and homeroom programs together still would not be sufficient to meet the varied needs of the middle school student (Paisley and Hubbard, 1994).

Without the middle school movement, advisor-advisee programs in many schools would not take on the wide array of forms they now have. The middle school advisory program was seen by many as a technique to meet students' non-academic needs. However, because the program was seen early on as a tool with many possibilities, exactly what it was supposed to provide for students remained unclear. While the rationale for advisory programs is to provide guidance on a daily basis in a form that creates an adult/child relationship for every student in the school, many other functions of the school have been placed into the realm of the advisory program (Galassi, 1997). So beyond this rationale, the variety of components that can be put into an advisory program are numerous. The advisory program could be used to bring about affective instruction, focusing on the social and emotional growth of students. It could be also used as a communicative tool to keep parents and students aware of educational changes. The flexible nature of the advisory program presented problems from its inception. (Wiles, 1981).

The development of a more comprehensive guidance program in middle schools is an important ingredient to the middle school movement. Therefore, an advisory program must be established slowly and with individual school, student, and community needs in mind. The development of an advisor-advisee program should be one of the last steps in completing a middle school curriculum, due to the sensitive nature of the program and its

unclear definition. As the program is being developed, many problems may arise as teachers are called on to perform roles that fall outside of traditional teacher training. Other common problems in the appropriate development of an advisory program include scheduling issues, community support, content development, and teacher overload. According to Cole, the bottom line for an advisor-advisee program is that it should "make it possible for students to belong, meet their needs to affiliate with a group, and make caring manageable for a teacher, enabling the teacher to express concern in a personally satisfying way to a small number of individuals." (Cole, 1992, p. 7).

The population for this study will be limited to one urban middle school in an urban setting. In 1997, Smithbarry Middle School undertook the task of creating and developing an advisory program for implementation of the program in 1998-99. The 1000 student middle school would have the program undergo a series of changes from its inception in 1998 through the two-year period of this study ending in 2000.

Statement of the Problem

The problem of this study was to identify and analyze the essential components of a middle school advisory program in relation to effective implementation of the program.

Research Questions

1. What were the driving and resisting factors for the initiation of the advisory program?
2. How was the advisory program planned?
3. What were the various factors involved in the implementation of the advisory program?

4. What were the techniques used for evaluation of the program?

Definition of Terms

Academic Teams-Academic Teams consist of one reading, one math, one language arts, one science, and one social studies teacher. Teams plan and implement instruction together, as well as coordinate discipline, parent communication, and student activities.

Advisory Program-a program implemented by a staff in a middle school to meet students' non-academic needs. Non-academic needs may be affective or administrative. This program may also be referred to as an advisor-advisee program.

Advisory Design Committee- A committee of teachers and administrators organized to develop and implement an advisory program.

Advisory Curriculum- A curriculum developed to provide students with non-academic development. In the case of Smithbarry Middle School, the curriculum is based on six core themes: respect, responsibility, caring, fairness, trustworthiness, and citizenship

Affective Needs- Affective needs focus on students' social and emotional development.

Boys' Town Curriculum- Curriculum based on key social skills ranging from following instructions to accepting "no" for an answer.

DEAR- A reading program, Drop Everything And Read, where students read material of their choice for a designated period of the time set by either the teacher or by the school schedule.

Fullan/Stiegalbauer Three I-Organizer-This model categorizes events in the innovation process in three stages: Initiation, Implementation, and Institutionalization.

Lewin's Force Field Analysis Model- Lewin's model analyzes the process of change through three stages: unfreezing, organization shift, and stabilization.

Loomis' Social System Model-Loomis' model analyzes change through the interaction of informal political action groups and categorizes items as either elements or master processes.

Member Check- Data, categories, interpretations, and conclusions are tested by a member of the stake holding group.

Middle School- A middle school may be defined in numerous configurations of middle grades, but for this study the middle school is defined as a 7-eighth grade campus.

RPTIM Model of innovation-RPTIM is a model of innovation where the innovation process takes place in five stages: Readiness, Planning, Training, Implementation, and Maintenance.

Smithbarry Middle School- The middle school of this study will be referred to as Smithbarry Middle School. The school site is a North Texas urban middle school with roughly 1100 students in the seventh- and eighth-grade.

Student Clubs- Organizations that specialize in a student interest that may or may not have a strong academic focus.

Team Interviews-Interviews facilitated with members of the academic team, including the reading, math, social studies, science, and language arts teachers.

Significance

The study illuminates effective practices and barriers that occurred in implementation of the program. It also provides an analysis of techniques used by program developers in creating, implementing, and evaluating an advisory program. This study does not describe a cause and effect relationship, but does describe the process and obstacles that may arise in implementation of a program, and provide analyses of techniques for dealing with those obstacles. While the findings of this study are not generalizable beyond the circumstances of this specific program, the study will add to the body of knowledge concerning middle school advisory program implementation that researchers will find useful in future programs and similarly related situations.

Limitations

The study is limited to the Smithbarry school site. This study is also limited to the research and observations by this observer. The information of the study is limited to the interviews of school staff and program participants, as well as documents collected by the observer that pertain to development and implementation of the advisory program at Smithbarry Middle School.

Chapter 1 introduced the historical development of middle school advisory programs, as well as the introduced the rationale for their implementation. The problem of the study was stated, followed with research questions, definitions of terms, and the significance and limitations of the study.

Chapters 2 through 5 undertake to fully describe the study of Smithbarry Middle School. Chapter 2 elaborates on the development of advisory programs and

reviews existing literature concerning advisory programs and elements relevant to this study. Chapter 3 outlines the research design of the study. Chapter 4 provides the findings of the study. Chapter 5 concludes the dissertation with summary, conclusions, analysis, and recommendations.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

This review of literature examines various aspects involved with describing the development of a middle school advisory program. First, the origination of the middle school movement and the advisory program component is described from its inception to the present day. Second, research related to implementing a major change in a school setting is reviewed as the research will serve as a looking glass while describing and analyzing the procedures of implementing the advisory program. Third, several previous studies on advisory programs are reviewed including classification of types of advisory programs. Fourth, barriers to successful programs are then discussed. Fifth, surveys of advisory program participants and descriptions of model programs are offered.

The Middle School Movement and the Advisory Program

The National Middle School Association (NMSA, 1998, On-line) defines the advisory program as an "arrangement whereby one adult and a small group of students have an opportunity to interact on a scheduled basis in order to provide a caring environment for academic advance and support, everyday administrative details, recognition, and activities that promote citizenship."

The goals of an advisory program should include promoting student-teacher relationships, addressing general self-esteem and competence beliefs, providing social

exchange and peer recognition in a safe environment, linking parents to the school, and mediating between academic and social concerns (NMSA, 1998).

Another similar definition of the advisory program places the focus on belonging to a group and having an adult as a nurturer. "An organizational structure in which one small group of students identifies with and belongs to one educator, who nurtures, advocates for, and shepherds through school the individuals in that group" (Cole, 1992, p. 5).

While this definition is vague, it aptly describes the nature of middle school advisory programs, as numerous advisory designs exist. Typical advisory program activities have been in schools since they began, being placed in the homeroom part of the day or being blended with classes. However, it was not until the middle school movement came about in the early 1960's that the idea of a separate middle grade advisor-advisee program was introduced (Galassi, Gulledge, and Cox, 1997).

The middle school movement sought to redefine the way students in grades five through eight are educated. These principles of the middle school movement would lead to the development of advisory programs. However, while the middle school movement began in the 1960s, definitions of what specific needs should be addressed in the middle school years were talked about more than defined until the arrival of *Turning Points: Preparing Youth for the 21st Century*. The Carnegie Council on Adolescent Development (1989) outlined the following specific recommendations for developing appropriate programs for young adolescents:

1. Create small communities for learning.
2. Teach a core academic program.
3. Ensure success for all students.

4. Empower teachers and administrators.

5. Staff middle grade schools with teachers who are experts at teaching young adolescents.

6. Improve academic performance through fostering good health and physical fitness.

7. Reengage families in the education of young adolescents.

8. Connect schools with communities.

The suggestions of the Carnegie Council require middle schools to offer a wide variety of services in order to accomplish all recommendations. The recommendations of the council were far-reaching and not easily met within the academic day. In order to address adolescent needs suggested in the report, many schools have developed advisory programs with multiple components. Therefore, what an advisory program looks like in any specific school varies greatly from school to school, as there is no formula for creating these programs, but only a bank of suggested areas of need that need to be addressed. Possible elements of an advisory program include intramural sports, Drop Everything And Read (DEAR), administrative announcements, guidance programs, character building, tutoring, or anything else a school may choose to include (Hoverston, Doda, and Lounsbury, 1991).

The push for advisory programs has been clear. The National Middle School Association (1995) denotes five key components to middle level schools including interdisciplinary teaming, advisory programs, varied instruction, exploratory programs, and transition programs. As advisory programs exist as such an essential part of the middle school prototype, schools search to define not only elements to create an advisory program to meet the ideals of the model middle school, but also to meet the needs of their students.

While the call for advisory programs has spread with the middle school movement, the difficulty of implementing a successful advisory program is similar to any major educational innovation. By looking at models of change and innovation, a better understanding of the processes and difficulties in implementing an advisory program can be obtained.

Implementing a Major Change in a School Setting

As schools look to implement advisory programs, the organization must be prepared for the process of a major change. Change, as phenomena, which greatly affects an organization, may be considered through many angles. These angles include viewing change as an entire process, as an influence upon a system, as an innovation, or as an implementation process.

In most models of planned change, the resistant forces to change must be analyzed before any action will take place. One of those models suggests that an analysis of the entire situation must be made before the change is implemented. Lewin's Force – Field Analysis Model (1951) considers equilibrium as the primary factor of consideration during the change process and how the equilibrium changes suggests the effectiveness of the change. Equilibrium exists when there is a balance between opposing forces. For change to occur, a shift in the equilibrium must also occur. To create this shift, resistant forces to the change must be treated at the same time new supporting forces are utilized. Lewin breaks down the process into a three-step process of planned change.

First, there is an unfreezing of the equilibrium where resistant forces are limited and driving forces are reinforced. The second step is the shift in the organization as there

is a change in the equilibrium with the driving forces pushing the organization towards a new direction. The third step is a restabilization of the equilibrium where it is refrozen. Here, the driving and resisting forces have come to a new understanding of acceptance and consistency in practice is maintained. Lewin supposes that removing resistant forces is the primary method of creating planned change, more important than creating new driving forces.

In this research, the planned change of the advisory program at Smithbarry Middle School will be studied using the Force Field Analysis Model. The model provides three basic stages of analysis. 1) The Unfreezing Equilibrium – Driving forces of the change are organized and introduced, while resisting forces of the change are treated and reduced. 2) The Changing Equilibrium – The change is implemented with monitoring of the effects of the driving and resisting factors. 3) Refreezing Equilibrium –
A new stability occurs between driving and resisting forces with some level of organizational change. The Force-Field Model is demonstrated in Figure A1 found in Appendix A (Lewin, 1951).

The context of the organization must also be looked at in respect to the change process. To look at how the changes are accepted amongst driving and resisting forces within the organization in this study, the Loomis (1960) social systems model will be utilized to monitor processes of decision-making within the organization. The core belief of social systems models is that an organization is not run by a singular authority with rules and guidelines that must be followed, but yet by a multitude of semiautonomous power centers that influence the actual decisions and implementation of those decisions

within the organization. These coalitions are groups of individuals united on the basis of the common interest. The coalitions may be temporary to face a certain issue or may be more permanent to face a multitude of issues. The coalitions found in the social systems model are not formal organizations, but informal political action groups that move to have their agenda enforced in their organization. The more coalitions with diverse beliefs on the direction of the organization, the more difficult it may be for a leader to implement change in their vision of the change. Therefore, the organizational leader must analyze their organizational culture to determine the openness to planned innovations. The organizational culture includes the shared beliefs, expectations, and values of the members of the organization. If the leader of the organization does not understand the organizational culture, innovations which are chosen to be implemented as well as techniques of planned change may fail, as they oppose the organizational culture too strongly (Hanson, 1991).

Loomis (1960) categorized parts of his social systems model as either elements or master processes. Elements exist between parties in any organization, but are unstable and change depending on the situation. Examples of elements include beliefs, sentiment, norms, power, and rank. All of these elements may shift depending upon master processes in the organization. Examples of master processes include communication, boundary maintenance, systemic linkage, social control, and institutionalization. Loomis explains how the process allows the elements relate to one another. For example, if one group within an organization looked for a shift in power or wanted a shift in what was accepted as norms, they might utilize social control, a master process that places

constraints on nonconforming behavior. In a social system, both the elements that exist and the process that are used should be analyzed to evaluate or describe the dynamics of an organization. Loomis' Social System Model is demonstrated in Figure A2 found in Appendix A (Loomis, 1960).

Other theoretical models of change also give important areas of concern and observation to consider. The proper implementation of any innovation will take place in stages. For those in charge of the implementation of the innovation, special attention should be placed upon the stages of implementation to insure progress is being made. Two models of school improvement chronicle these stages of implementation. First, the RPTIM (Readiness, Planning, Training, Implementation, Maintenance) model by Wood, Thompson, and Russell, (1982) breaks the change process into five stages. The primary stage involves the *readiness* of the school. In the readiness stage, change initiators must utilize strategies to develop a climate open to change. Together with the staff, change initiators must then enter the *planning* stage, delineating what is required for the innovation to be correctly put into place. Planning is followed by *training*, also referred to as learning, where knowledge and skills needed for the change are identified and experiences to develop the knowledge and skills are provided. The change is then *implemented*, with change initiators providing any necessary support to insure the training takes hold as it is applied. After the completion of the four prior stages, the innovation must be carefully *maintained* to guarantee commitment over time (Wood, 1981).

The Fullan/Stiegelbauer Three-I organizer (1991) places the change process into three phases. The process begins with *initiation* as the need to improve or change is established. Here, the aspects of readiness must be addressed and the vision of the innovation must be developed. The second step involves the *implementation* of the program with the goal of achieving certain outcomes. After the innovation is properly implemented, it can be *institutionalized* as the change is integrated into school policies and procedures.

While recognizing the stages of the change process is crucial, so is the understanding of resisting factors to change in an organization. Resistance to change derives from two levels, the organizational and the individual level (Hanson, 1991). Resistance at the organizational level begins with the bureaucratic nature of organizations, as the change process will be confronted with multiple process steps that may delay the implementation of the program. Other resistors at this level include goal displacement, as the organization fails to focus on their established purpose for existence, a lack of competition, as many school districts do not face competition on a scale comparable to the private sector, and the immense costs that may come with implementing change. Many other resistors exist on the individual level. Resistance at this level begins with the difficulty of creating a vested interest of each individual for the implementation of the innovation. Individuals are typically concerned with how the change will affect their degree of mobility, either helping them to gain promotion within the organization or open the possibility for a decrease in positional level. Many individuals naturally resist change as it breaks into their habits, which they may view as

successful and unnecessary to change. Some may view the innovation as risky, therefore ethically wrong to attempt on children (Hanson, 1991).

Equally important to the implementation process as recognizing the resistors to change, is recognizing characteristics of a successful innovation. The necessary resources must exist to support the implementation and must be continually available throughout its existence. Resources may include material, training, or support personnel, all of which need to be provided continually. As important is that all involved in the implementation must see the innovation as one that can be achieved by the organization. If participants lack in belief, the implementation will be neglected creating limited results. The implementation must be checked for progress on a continual basis, allowing corrections or adaptations to be made as needed, with the goal of the innovation in mind. Feedback should be given to participants based on the progress checks having taken place. People in the organization should fulfill the role of motivating the organization to keep the vision of the innovation in hand. While all of these characteristics are important, for a program to be successful, it must have a clear purpose and direction. Without such direction, implementations cannot be successful as no specific end is defined (Pankake, 1998).

With the volatile nature of middle school programs, the process of change and innovation must be closely monitored to ensure the creation of the intended change. The models of change and innovation allow organizations to identify appropriate and inappropriate procedures in the change process.

Components of Advisory Programs

As previously discussed, the definition of an advisory program is ambiguous and may contain many elements. Because there are so many elements to an advisory program, activities must be categorized to show the objectives of a school's advisory program. While the majority of activities will fall within one of these categories, advisory programs tend to cover for needs that do not fit well into the regular academic day. Galassi, Gulledge, and Cox (1997) placed advisory programs into three main categories, affective need programs, academic need programs, and administrative need programs. Most advisory programs will have elements from more than one category.

Within the affective need category, there are four types of foci: advocacy, community, skills, and invigoration. Advocacy programs focus upon building a strong relationship between the advisor (usually a teacher) and the pupil in the advisory group. Community programs focus on preventing alienation in schools by giving students a place to belong. Community programs can also build positive peer relationships. Skill programs focus on non-academic skills, such as decision-making or communication, that are necessary for success in school and in life. Programs that look to invigorate students focus on creating a less formal environment, giving students a break from the normal school program. This may allow some students to create informal relationships with adults or recharge their minds for learning (Galassi, Gulledge, and Cox,1997).

The other two types of programs, academic need and administrative need, are more limited in their focus. Academic advisory programs simply provide a time for teachers and students to extend academic work that does not require content

specialization by the teacher. Academic advisory activities may include Drop Everything And Read (DEAR), study skills, or practicing for state or national tests. Administrative programs, similar to homeroom periods, may include making announcements, distributing materials, or conducting school assemblies (Galassi, Gulledge, and Cox, 1997).

Another crucial element in advisory programs is the role of the teacher. Teachers who become advisors must realize that being an advisor is a separate function from teaching and requires specific skills. Advisors must be able to ask open questions that lead to further discussion. These questions may lead to moments in an advisory program where unexpected benefits are achieved through discussion. Students may bring up issues of concern in their life, such as social or family issues. The advisor must be able to ask questions that make the student reflect on statements or issues. An advisor may also use silence to provoke responses. An advisor may wait 5-20 seconds before moving on to another question. These techniques are important for a successful affective advisory program (Cole, 1992).

Administrators must also understand that teachers will not acquire these skills without the necessary training. Proper training is essential as typically 20 percent of teachers embrace advisory programs; twenty percent are skeptical, leaving 60 percent undecided. Without proper training and guidance, the 60 percent of teachers wavering in the middle may develop skepticism towards implementing an advisory program. Training for an advisory program called Prime Time used a “teachers as trainers” model, during which a group of teachers was trained on guidance techniques, and they subsequently

trained other teachers. This training program was successful in showing significant differences in teachers' abilities to provide many aspects within the advisory program, including responding to student feelings, using time wisely, and using effective questioning techniques (Myrick, Highland, and Highland, 1986).

Barriers to Advisory Programs

The kinds of advisory programs are extensive, and support for them is growing, but numerous barriers to a successful advisory program exist. These barriers can be classified into two areas: conceptualization barriers, and implementation and maintenance barriers. Conceptualization barriers include a failure to agree on the needs of the school community, the staff having inadequate skills to implement the program, or a failure to realize the impact of an advisory program on a teacher's workload. Implementation and maintenance barriers can include insufficient planning, limited staff development, problems with time in the school schedule, inadequate activities, or limited support among parents and stakeholders (Galassi, Gulledge, and Cox, 1997).

A common barrier to a successful advisory program is the lack of teacher support. Van Hoose (1991) lists seven developments that may lead to teachers becoming a barrier to successful advisory programs:

1. Parents do not understand the concept, and many may oppose it.
2. Many administrators are not really concerned about it.
3. Most teachers have had little formal preparation to serve as an advisor.
4. Teachers do not understand the goals of the endeavor.

5. Advising takes time that many teachers believe could be invested more effectively as preparation time to teach.

6. Some teachers do not want to engage in a program that requires personal sharing.

7. When it is implemented incorrectly and with little staff development and leadership, students do not provide positive feedback.

Advisory Program Survey

Because there are so many differences in advisory programs, researching their success is difficult. The majority of research on advisory programs has been completed through surveys on participants of the programs, either in implementation or participation.

In one study, 1753 school principals were questioned on the effectiveness of middle school advisory programs and on their effect on student dropout rates. Principals who reported that the advisory program of their school was supportive in nature were significantly more likely to report their program as a strong one than principals who reported the advisory program was academic or administrative in nature. Supportive activities included the frequency of nine activities:

1. meeting individually with students
2. giving career guidance
3. discussing academic problems
4. discussing personal or family problems
5. discussing peer issues
6. discussing health issues

7. discussing moral issues

8. discussing multicultural issues

9. developing self-confidence and leadership

While no specific statistics were shown, principals with well-implemented group advisory programs projected lower dropout rates than the principals with less supportive advisory programs (MacIver and Epstein, 1991).

In another study, students, advisors, and parents at a Toronto school were surveyed for their opinions about the development of an advisory program (Ziegler and Mulhall, 1994). In 1991, They were asked questions relating to support of the advisory program. They were asked the same questions again in 1993. In all categories, support for the program grew during the two-year period. Only parents showed little change in their opinions. Results of the questioning were:

Students	1991	1993
Mostly, I enjoy being in an advisory group.	69%	78%
Advisors		
Students feel more a part of the whole school.	62%	89%
Students are more cooperative with peers.	54%	100%
Parents		
I think the advisory group is a good idea	87%	86%

The survey research above provides description of studies concerning multiple advisory programs. This study focused on one middle school's advisory program. In

order to provide a review of various existing advisory programs, model advisory programs were researched and described below.

Model Programs

The type of advisory program a school chooses may rely on many factors. The philosophy of the educators within each school system will determine which needs are most important to the students of the system. For example, a school with low dropout rates and few discipline problems may opt for an academic advisory program, as students may not see the importance of an affective program. The culture of the student body or staff may have a significant impact on the decision; a school that has not embraced the middle school movement and ideals may not choose an affective program because of lack of support by teachers, students, or parents. Schools still operating in a junior high school mode may opt for an administrative advisory program. Economics will also play a large part in the decision. If a school has received donated funds for a specific purpose such as character education or remediation for standardized test purposes, this may push the school in the direction of a cognitive or affective program, depending upon the funds or resources obtained (Cole, 1992).

Therefore, while an advisory program can be developed in many ways and can still be successful, successful programs will still have some key common elements. The following six schools are illustration of successfully developed programs for the affective needs of middle school students. Each program has its unique characteristics but provides insight to effective advisory program development.

Patapsco Middle School, Elliot City, Maryland

The Teacher Advisory Program (T.A.P.) at Patapsco Middle School has been in existence for eight years and changed every year. Before beginning, the staff created a set of beliefs that would guide development of the program. The staff believed the program should be responsive to the needs of students and based on student needs. The staff also believed in teaching students to accept responsibility for their actions, assisting in monitoring academic progress, and having teacher-advisors taking a personal interest in a student for each student in the school. The staff then created eight goals for the program, such as, "All students will demonstrate positive interpersonal skills." The staff developed specific knowledge, attitudes, and skills for each goal. Key components of the program include a role for teachers as child advocates; a process for recognizing and referring special needs of individual students; effective communication and planning among advisors; personal contact by advisors with advisees and parents of advisees; enthusiastic, well-planned group activities; and record-keeping of developments during the program (Greenberg, 1986).

Broomfield Heights Middle School, Arvada, Colorado

When designing their middle school program, the planning committees for Broomfield Heights Middle School sought to place as much emphasis on the advisory program as any other component. The program, called “Reach for the Heights” was developed to provide students with “a significant other” in the advisor. The advisor would serve as advocate, friend, and someone to look to for advice. The material used for the structured times of the advisory program were developed by the counselors, while a committee of teachers met to determine the direction of the curriculum by choosing an

advisory topic for each month. Topics included responsibility, friendship, holidays, decision-making, and life skills. The program was instituted 18 minutes a day, and Friday's 18-minute period was used to provide a time for socialization. A survey of students showed that 34% liked the program, 51% sometimes liked the program, and 15% disliked the program. The teachers pondered the issue of continuing with the same students for the following year, but decided to delay that part of the development of the program for one year. After the second year, students would remain with a teacher for three years (Owen, 1986).

Shoreham-Wadin River Middle School, Shoreham, New York

The program at Shoreham-Wadin River Middle School looks to provide each student with an advocate, "a person who can champion the advisee's cause in student-teacher, student-administrator, and student-student interactions (James, 1986, p. 21)." To facilitate the bond between advisors and advisees, three possible meeting times are set up throughout the day. A 45-minute conference period before the scheduled day provides students with opportunities to meet one on one with advisors at scheduled dates throughout the year. A 12-minute meeting time is scheduled to allow students to receive information about school activities and news items. The third meeting is when the advisory group has lunch together, allowing time to discuss personal matters, build group unity, and provide positive interaction among students during lunch hours. The advisor is also responsible for keeping in contact with parents of his/her advisees. Two parent conferences must be scheduled, and written reports about students' school life are sent home. Much of the advisory program exists through informal interactions between the

advisor and advisee. Suggestions were provided to teachers from the school counselors, such as sitting and talking over a cup of hot chocolate, shooting baskets in the gym, or discussing a specific problem. Group activities strengthen the advisory group members' social bond as they plan field trips or play intramural sports during lunch (Burhhardt and Fusco, 1986).

Tapp Middle School, Powder Springs, Georgia

Tapp Middle School takes a personal approach to the advisory program. Teachers get acquainted with students and parents as early as possible in the school year to establish the advisor-advisee relationship. The advisory period is twenty-five minutes long. After about 5 minutes of administrative tasks, the remainder of the time is spent covering topics from the advisory calendar of events. For example, the sixth grade advisement schedule is given below:

Aug./Sept.	Get Acquainted
Oct	Test Taking
Nov.	Making/Keeping Friends
Dec.	Community Service
Jan.	Decision Making/Peer Pressure
Feb.	Communication
March	Who am I?
April	Getting Along with Others
May/June	Georgia

To further increase the stability of the program and to work through common problems, a buddy system for teachers was created. This eliminated some feelings of confusion by teachers who felt unsure on how to implement the program their advisory class. (Campbell, 1986).

Landon Middle School, Topeka, Kansas

The facilitation of the Advisor Base Program of Landon Middle School begins before students begin their middle school years. Teachers visit the sixth-graders at local elementary schools to discuss the advisory program, providing time for questions about the program. Students also fill out interest inventories and biographical information. This allows the staff to enroll students into advisory groups that will meet students' needs and interests. A student committee is formed to give suggestions on what type of activities should be implemented into the program. These suggestions are given to the Advisor Base Planning Committee, which is made up of teachers at the school. The district Middle School Department developed a theme-based curriculum, which is implemented on Mondays and Tuesdays. On Wednesdays and Thursdays, students attend intramural activities, including outdoor activities and career education. Fridays are used as a time to catch up on unfinished activities (Bowers, 1986).

Putnam County Schools, Winfield, West Virginia

The advisory program in Putnam County Schools has four major goals:

1. To assist students in the development of self-understanding and positive self-concept.
2. To assist students in the development of effective interpersonal relationships.

3. To assist students in the development of skills needed for effective decision making.

4. To assist students in acquiring an awareness of their environment as it relates to personal-social, career, and academic development.

Topics to be covered were then broken down by grade level, with the sixth grade program covering orientation to middle school, study and listening skills, and students looking at themselves. The seventh grade program covered understanding oneself and others, awareness of values, and decision-making. The eighth grade program covered career awareness, career interest development, and goal setting (Smith, 1986).

The models all provide examples of programs that address affective needs. Each program committed to achieving affective goals for transescent students. In each school, needs were identified and programs developed with students, community, and teacher's in mind, allowing the affective needs of students to be the focus of the program, locally developing the program to the specific needs of the school (James, 1986).

The review of literature has illustrated important factors when considering the implementation of an advisory program. First, the middle school movement was described as it introduced the advisory program concept to the middle level grades. Second, the complex nature of defining an advisory program was researched as it creates an enormous amount of difficulty in implementing a program successfully as there is no specific blueprint for implementation. Third, in order to provide guidance for successful implementation of advisory programs, models of change and innovation were described to provide assistance in categorical analysis. Fourth barriers to implementing innovations

and advisory programs were considered. Fifth, survey research was reviewed. Lastly, model advisory programs and advisory program research were reviewed to provide background for this study. Chapters 3, 4, and 5 build on the existing body of research concerning advisory programs by describing the design, findings, and conclusions of this study.

CHAPTER 3

RESEARCH DESIGN AND METHODS

This research design and methods chapter first introduces the research and theoretical reasoning behind the methods used in the study. The principles of research are described in the design of the study and each aspect of research techniques is elaborated upon in the data collection section. A thorough description of the site and population of the program of the study is also delineated. The chapter concludes with the steps that were taken to provide data analysis of the information collected during the study.

Design of the Study

In designing and completing this research, several methods of basic principles of qualitative research were used. Using qualitative techniques allowed the aspects of a developing advisory program to be studied in a natural setting. Due to the complex nature of an advisory program and the extensive amount of factors that are involved in creating a successful program, a naturalistic approach also allowed this researcher to give in-depth examination to the phenomena taking place, consider a wide variety of variables, and examine difficult questions, which may lie out of the realm of quantitative methods (Piantanida, 1999).

This study utilized elements of grounded theory of qualitative research. Information was gathered and placed into categories of conceptual elements, analyzed for properties of the categories that illuminate aspects that may provide relationships of

events, and hypothesized as to what those relationships were. Information was constantly compared throughout the analysis phase to bring about as many hypotheses as possible (Glaser, 1992).

A categorizing system was created that corresponds with the Lewin Force Field Analysis model and the Loomis Social System model, as well as the theoretical models of innovation, described in the review of literature. Additional categories arose during research beyond the theoretical models. Data was created and organized in folders that corresponded with categories described above. Categorized folders existed as either computer-generated folders and as a collection of paper documents that were placed in their individual folders (Gall, Borg, and Gall, 1996).

Various analytical techniques exist to allow a researcher to complete effective naturalistic research. Since theoretical models were used in defining categories for analysis, the typological analysis analytical technique was most appropriate to study the developmental process of the advisory program. Several categories were created in light of the theoretical models. However, as the analysis began, other typologies or categories were created to further analyze data discovered in the study (Lincoln and Guba, 1985).

As the study took place and analyses were formulated, many steps were performed to establish trustworthiness. Member checking was utilized at various points throughout the study. As categories were developed, a research participant was chosen to analyze their appropriateness to the purpose of the study. The research participant was also being asked to go over analytical thoughts and final drafts to insure that ideas were presented thoughtfully and accurately (Glesne, 1999).

According to Lincoln and Guba (1985), member checking provides the following:

- an opportunity to assess intentionally or what was actually intended by respondents
- respondents an opportunity to correct errors of fact
- opportunities for additional information
- the opportunity for summarization
- the opportunity for the respondent to give an assessment of overall adequacy of the research

To further insure effective research, a triangulated method providing multiple perspectives and data sources was used. In this study, data was collected through document reviews, individual interviews, and through team interviews. Triangulation improves credibility of a study by using multiple sources of information and multiple methods of data retrieval to increase the chances for accuracy in findings. The use of triangulation attempts to booster the credibility, dependability and transferability of the information. In this study, perspectives of teacher, administrators, and community members were reviewed. Teachers were interviewed in two perspectives, individually and as academic teams, to provide two separate sources of information. A review of documents provided a third source of information. The two methods of data collection, interviewing and reviewing documents provide a greater chance of validity for findings (Gall, Borg, and Gall, 1996).

Population

The population of this study was limited to one urban middle school implementing an advisory program over a period of three years. Smithbarry Middle School opened at the beginning of the 1997-98 school year, relieving two other middle schools in a large urban North Texas school district. The advisory program design began during the 1997-98 school year and was implemented at the onset of the 1998-1999 school year.

The school serves only seventh- and eighth-grade populations. The enrollment of Smithbarry school in 1998 was 986, with 86.7% of students being Hispanic, 6.2% African-American, 6.0% Anglo, and 1.2% of other racial backgrounds. The staff consisted of four administrators, 58 teachers, and various support personnel. The administrative staff included the head principal, the dean of instruction, and two assistant principals. The faculty included 40 main subject area teachers and 18 elective or non-main subject area teachers. Members of the support staff included three counselors, three teaching assistants, a librarian, and custodial personnel.

Description of the School

Smithbarry Middle School is a three-year old school designed for a population of 1000 to 1100 students. The two-story school was built with the middle school movement in mind, with eight separate corridors built off of two main hallways. Each corridor houses a separate set of teachers, students, and classrooms.

Students stay within their corridor of classrooms for the main subject areas of math, science, reading, language arts and math. The eight main corridors are for the eight major academic teams. Additional classrooms exist in two other areas for electives, one

being the technological and instructional area, the other area reserved for artistic electives. Smithbarry is unique for its large amount of technology with five computer rooms and at least one computer station for each classroom. Other unique aspects of the school include exceptionally large science labs with adjoined storage rooms, a large auditorium, gymnasium, and cafeteria, and internet availability in each classroom.

Data Collection Procedures

As stated previously, three primary methods for collecting the historical information of the development of the advisory program were a) through interviews of members of the school involved in the development and implementation of the advisory program, b) through interdisciplinary team interviews of groups of teachers that planned advisory sessions together, and c) the analysis of documents essential to the development, implementation, and evolution of the advisory program.

Interviewing techniques for the study followed basic guidelines for conducting qualitative interviews. A standard open-ended interview was used for all phases of the interviewing segment of the research. The same set of questions was used for each respondent in like categories in order to minimize the possibility of bias. The interviewees were chosen randomly through a table of random numbers. The table of random numbers found in Appendix E allowed simple random sampling, which provided each member of the faculty an equal and independent chance at participating in the study (Gall, Borg, and Gall, 1996).

As initial data was collected, data processing began in the following steps. First, all data was *unitized* or placed into smaller units. Information was broken down and

placed onto separate sheets of paper, either in a word processing file or handwritten on an 8 ½ by 11 sheet of paper. For consistency, note cards were not used as much data was stored in the computer and printed out on full-size paper. The initial units were coded in order to be useful. Codes included paraphrasing content, the source, the respondent, and the time of the response. Secondly, all data was then *categorized* using the typological analysis technique discussed above. The operational technique for further categorical analysis will follow these steps (Lincoln and Guba, 1985):

1. Data not fitting into previously created categories will be noted.
2. Additional data that deals with similar issues will be clumped together.
3. Additional data that has accumulated to critical size will be organized in a category.
4. Data will be analyzed until all data has been placed in categories or found not to have considerable bearing on the study. (Lincoln and Guba, 1985)

Individual Interviews

In order to gather information for the rational for creation of the program and the method used to create a program, the two administrators involved in designing and implementing the advisory program were interviewed, a) the principal and b) the dean of instruction. In Smithbarry Middle School, the principal and the dean led the move toward the creation of the program and guided the staff in creating an advisory program to best meet the needs of the school. The questions for the administrators are found in Appendix A. The administrators were interviewed in their respective offices during the 1999-2000 school year.

The school administration organized an Advisory Team Committee to create and advisory program with staff support. The committee included 10 teachers initially, each from a different academic team so that all members of the faculty were represented. In addition to the representatives of the eight academic teams, two teachers represented the elective teachers. All members of the team who can be located and are available were interviewed using questions from Appendix B to gather information specific to the developments within the Advisory Design Committee meetings and decisions made by the committee.

To gather specific data about the implementation of the program, an additional 10 members of the 58 member staff were interviewed. The teachers interviewed were chosen randomly. A table of random numbers was used to determine which of the remaining 48 staff members would be interviewed.

All teachers interviewed were interviewed in a three-week period during the 1999-2000 school year. Teachers were asked not to discuss the interview until all interviews had been completed. Teachers were allowed to choose the setting of the interview within the school. Suggestions were made to teachers to have the interview within their room or another place within the school where privacy and quiet can be established.

The interview questions found in Appendix C provided information on the problems and successes of implementation of the program throughout the yearlong evolution of the advisory program. All questions in Appendix B and C have a secondary

question labeled with a lower case “a”, which allowed a follow up question if the respondent possible might have offered additional information.

Interviews were taped with permission of the respondent. All interview tapes were coded and organized for analysis in a file for each respondent. Immediately following each interview, notes were made of special interest for the purpose of the study and noted in the respondent file. Opportunities for comments about the advisory program that were not addressed by specific questions during the interview were given to each respondent at the end of the interview. Interviewees received a copy of the interview questions two to three days prior to the interview for their careful consideration and to provide time to fully consider appropriate responses.

Team Interviews

The organizational structure of Smithbarry Middle School involves eight academic teams; each composed of five core teachers and two elective teachers. In order to obtain information from the perspectives of the academic teams, four teams were chosen to be interviewed as a team considering the issues of planning and implementing the advisory program as a team. The purpose of the team interview was to obtain descriptions of the team processes concerning meetings and decisions from the initiation of the advisory program throughout the implementation during its first year. The interview questions used for the team interviews are located in Appendix D.

Review of Documents

The second primary method of documenting the creation, development, and implementation of the program was through a review of documents pertinent to the program. The following documents were obtained for review and analysis:

- Minutes from initial design committee meetings
- The curriculum
- Initial program schedule
- Description of clubs-beginning of the first semester
- Changes to the schedule mid-semester
- Description of changes at semester
- Descriptions of clubs- beginning of the second semester
- Presentations by staff members on alternatives
- Descriptions of changes for the second year of program
- Descriptions of clubs for the second year of program
- Curriculum for the second year of the program
- Other documents were also found to be important to the study and reviewed

A complete document list can be found in Chapter 4.

Documents were collected and placed in separate files. Each file was analyzed for information that pertains to the study. Notes were made for each document as it pertained to the study and placed in the file. After the interviews were completed and analyzed, the documents were organized categorically. Data from the interviews was coded to correspond with certain documents of the same category. After all data was

categorically organized, the process of implementing the advisory program was analyzed and described.

Data Analysis

The initial phase of data analysis was collecting and organizing data before analysis. Data was initially collected and placed into file folders. Each interview, both team and individual, was placed in a separate folder and labeled to the date, time, and participant or participants of the interview. Each document collected for the review of documents was placed in a separate folder and labeled.

As data collected was reviewed, it was be analyzed in a three-step process. First, data was looked at through the Lewin Force-Field Analysis Model. Data was categorized and placed into folders. Categories include driving factors, resisting factors, and stabilization. Secondly, data was looked at through the Loomis Social Systems model and placed into two categories, elements and major processes. Data was then reviewed a third time looking for other aspects of change and innovation. Data was reviewed and placed into categories of examples of Wood's RPTIM model and the Fullan/Stiegelbauer Three I organizer. Some data was copied and placed into various categories as it provided examples of various elements of change under different models. After all data was collected and categorized, properties were searched to illuminate relationships between categories and elements in the study. After all data was analyzed, hypotheses were made to explain the relationships that existed.

The research design of this study utilized the models stated above to create observational categories, but allowed for other categories to arise naturally. Aspects of

naturally developed categories combined with characteristics of the theoretical models to provide structure for analysis of the program. Chapters 1, 2, and 3 have described the background and design of this study. Chapter 4 provides the actual findings of the study described in the previous chapters. Chapter 5 provides summary and conclusions based upon the findings.

CHAPTER 4

FINDINGS

Introduction and Background

In this chapter, the procedures for the study will be revisited and discussed in the order of which they took place. Data placed in analytical categories will then be identified and explained according to the categories created during the study. The four major research questions act as an organizational focus and lead to categories created for analysis. Further analysis and recommendations concerning the findings will be made in Chapter 5.

The data collection and analysis procedures discussed in Chapter 3 were followed in order to identify and analyze the essential components of the implementation of the middle school advisory program at Smithbarry Middle School. Data was collected during the period from March 1 to May 23, 2000. Data was collected in three methods: collection of records, individual interviews, and team interviews.

Individual interviews took place during the time period of April 1 to May 1. The team interviews took place after the individual interviews during the time period of May eighth to May 15th. Table 1 provides the date and time of each interview, as well as the position of the interviewee. Table 1 also gives reason to why the respondent was interviewed in the study.

Table 1

Interviews

Respondent #	Position	Reason Interviewed	Date
Respondent 1	ESL teacher	Design Committee (1)	4/25
Respondent 2	ESL teacher	Team interviewed (3)	5/15
Respondent 3	Reading teacher	Not selected	
Respondent 4	Counselor	Design Committee (1)	4/18
Respondent 5	Math teacher	Randomly selected (2)	4/26
Respondent 6	History teacher	Randomly selected (2)	4/20
Respondent 7	P.E. teacher	Not selected	
Respondent 8	Elective teacher	Randomly selected (2)	Unavailable
Respondent 9	Special Ed. teacher	Not selected	
Respondent 10	English teacher	Not selected	
Respondent 11	Math teacher	Team interviewed (3)	5/9
Respondent 12	History teacher	Randomly selected (2)	4/18
Respondent 13	Science teacher	Not selected	
Respondent 14	Reading teacher	Not selected	
Respondent 15	Computer teacher	Not selected	
Respondent 16	Elective teacher	Design Committee (1)	4/26
Respondent 17	Reading teacher	Randomly selected (2)	4/19
Respondent 18	Teacher assistant	Not selected	
Respondent 19	Science teacher	Design Committee (1)	4/19
Respondent 20	English teacher	Design Committee (1)	4/25
Respondent 21	Math teacher	Team interviewed (3)	5/9
Respondent 22	Librarian	Randomly selected (2)	No interview
Respondent 23	Computer teacher	Randomly selected (2)	Unavailable
Respondent 24	Science teacher	Not selected	
Respondent 25	Elective teacher	Not selected	
Respondent 26	Science teacher	Team interviewed (3)	5/9
Respondent 27	Teacher assistant	Not selected	
Respondent 28	Teacher assistant	Not selected	
Respondent 29	Science teacher	Not selected	
Respondent 30	Teacher assistant	Randomly selected (2)	No interview
Respondent 31	ESL teacher	Not selected	
Respondent 32	Reading teacher	Not selected	
Respondent 33	Math teacher	Randomly selected (2)	Unavailable
Respondent 34	Science teacher	Design Committee (1)	4/18
Respondent 35	Reading teacher	Not selected	
Respondent 36	English teacher	Team interviewed (3)	5/11

Respondent 37	Science teacher	Not selected	
Respondent 38	History teacher	Not selected	
Respondent 39	Reading teacher	Team interviewed (3)	5/9
Respondent 40	Reading teacher	Team interviewed (3)	5/9
Respondent 41	Elective teacher	Not selected	
Respondent 42	Math teacher	Not selected	
Respondent 43	Elective teacher	Design Committee (1)	4/18
Respondent 44	Elective teacher	Not selected	
Respondent 45	History teacher	Team interviewed (3)	5/11
Respondent 46	ESL teacher	Not selected	
Respondent 47	Language teacher	Design Committee (1)	4/24
Respondent 48	Reading teacher	Not selected	
Respondent 49	Elective teacher	Additional Interview (4)	5/8
Respondent 50	Reading teacher	Not selected	
Respondent 51	ESL teacher	Not selected	
Respondent 52	Language teacher	Randomly selected (2)	4/17
Respondent 53	Elective teacher	Not selected	
Respondent 54	Elective teacher	Not selected	
Respondent 55	Math teacher	Team interviewed (3)	5/11
Respondent 56	History teacher	Randomly selected (2)	4/20
Respondent 57	English teacher	Randomly selected (2)	4/28
Respondent 58	Science teacher	Team selected (3)	5/11
Respondent 59	Elective teacher	Design committee (1)	4/19
Respondent 60	Elective teacher	Not selected	
Respondent 61	ESL teacher	Not selected	
Respondent 62	Reading teacher	Additional interview (4)	5/11
Respondent 63	Math teacher	Additional interview (4)	5/9
Respondent 64	Principal	Design Committee (1)	5/1
Respondent 65	Dean of Instruction	Design Committee (1)	4/17
Respondent 66	Data Controller	Additional Interview (4)	5/8
Respondent 67	English teacher	Team interviewed (3)	5/9

All members of the teaching staff of Smithbarry Middle School were given respondent numbers to allow for additional interviews to be made as needed. Interviewees could be chosen as: 1) initial members of the Advisory Design Committee;

2) randomly chosen through a random table of numbers; 3) chosen as members of participating teams; or, 4)selected to provide further information on data collected during the study.

Appendices B, C, and D list the questions that started as the basis for all interviews. Appendix B questions were given to all Advisory Design Committee members and administrators. Appendix C questions were asked of randomly selected staff members. Appendix D questions were asked of teams of teachers. Additional interviewees were asked questions relative to the reason the interviewee was chosen as an additional respondent.

A table of random numbers was used to select interviewees not on the Advisory Design Team. The table of random numbers can be found in Appendix E. Respondents 8 and 23 chose not to participate in the interview due to time constraints during the research collection period. Respondent 33 was no longer at the school and could not be located. After initial questioning of Respondents 22 and 30, lack of participation in the advisory program process became apparent. Additional respondents were chosen randomly to replace respondents, as well as members of the staff that had specific information of importance concerning the advisory program.

All interviews were transcribed in the timeframe from May 1st to June 15th. Due to technical problems with the recording of the interview of Respondent 47 the interview was not transcribed, but specific notes of the interview were typed and grouped with transcriptions. Respondents 3, 7, 9, 10, 13, 14, 15, 18, 24, 25, 27, 28, 29, 31, 32, 35, 37, 38, 41, 42, 44, 46, 48, 50, 51, 53, 54, 60, and 61 were not selected to be interviewed.

Table 2 provides a list of all documents obtained through the course of examining records. While many of the documents were sought out as potential sources of data, other documents were provided after interviews with staff members or administration stated of their possible relevance.

Table 2

Documents collected between March 1, 2000 and May 17, 2000

District Policy Documents
Year One Advisory Curriculum
Year Two Advisory Curriculum
Advisory research used in planning
Memo from another middle school
What is Advisory? packet
Developing Effective Advisory Groups
Setting Up an Awesome Advisory
Advisory Leadership
Advisory Implementation
Advisory Presentation to Staff
System Frameworks model
Advisory Power Point presentation
Advisory Schedule
Memo for first week of school-1998
Bell Schedule 1998-1999
Memo for scheduling options for 1999-2000
Bell Schedule 1999-2000
Advisory Notes and Memos
Memo for advisory committee sign-up
Advisory meeting agenda-3/17/98
Memo for getting started-4/98
Staff memo concerning advisory procedures-8/98
Advisory committee meeting notes-9/24/98
Advisory memo-8/17/99
Advisory rules for one teacher
Club Notes and Memos
Club description form
Club descriptions 9/98
Club descriptions 1/99

Club breakdown 1/99
Club counts 10/98
Team Planning Notes-1999/2000
Intramural Schedule 1999
Advisory Program Presentation-Texas Middle School Conference: 3/99

A team leader questionnaire was created and given to all team leaders to provide information concerning the weekly advisory schedules for each team. The questionnaire is located in Appendix F.

After the data was collected, the research design was revisited. Four basic research questions provided focus for the study of the advisory program at Smithbarry Middle School:

1. What were the driving and resisting factors for the initiation of the advisory program?

2. How was the advisory program planned?

3. What were the various factors involved in the implementation of the advisory program?

4. What were the techniques used for evaluation of the program?

These questions provided the focus for the study. As collected data was categorized and analyzed, the four research questions acted as an umbrella for categories and analysis. Under the umbrella of the research questions, the several theoretical models selected for the survey assisted in the creation of analytic categories. The theoretical models discussed in the previous chapters provided typological categories for analysis of data collected. As data was analyzed, sub-categories naturally arose within the main

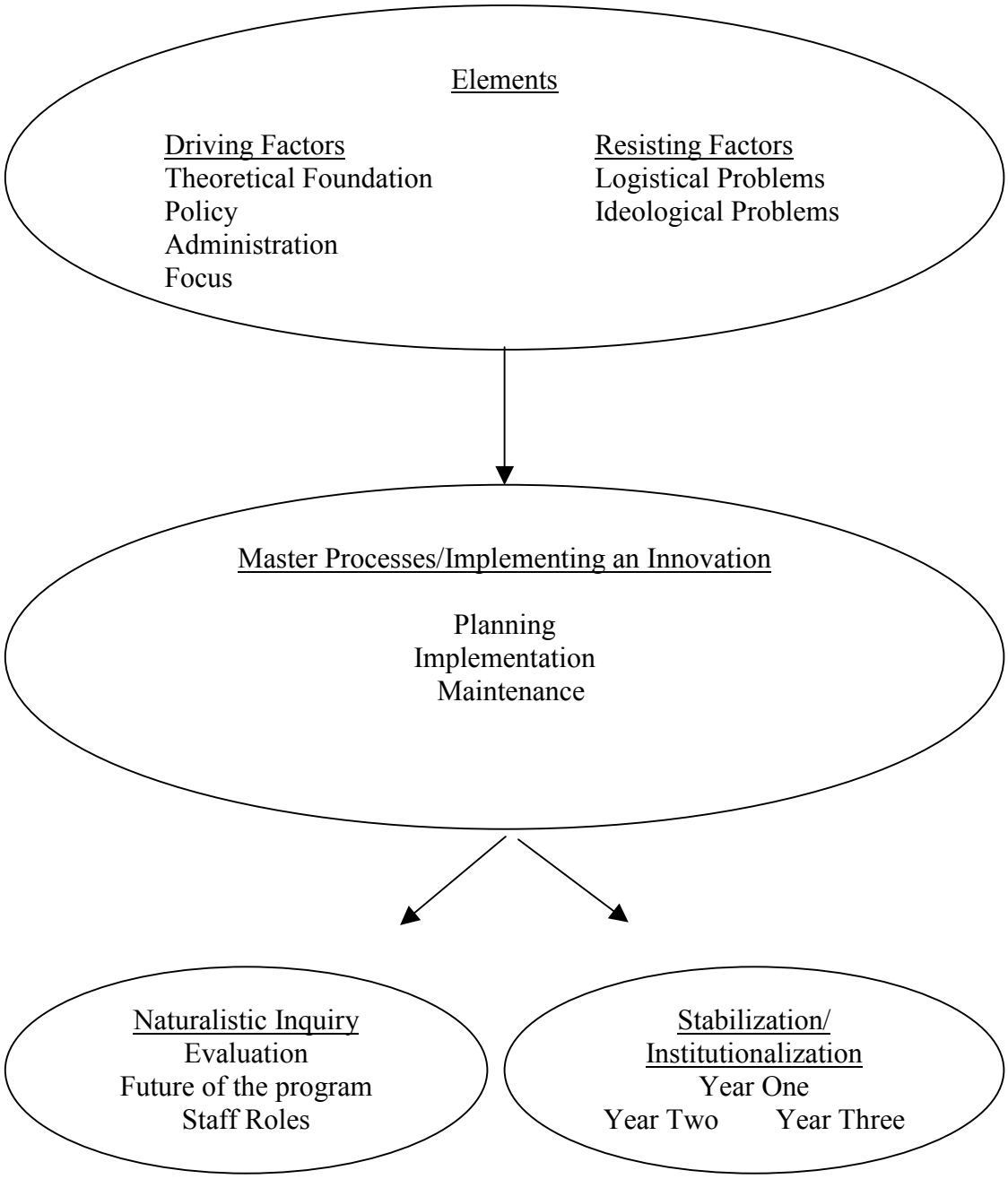
aspects of the theoretical models, while characteristics of the different theoretical models overlapped.

The driving and resisting factors of Lewin's Force Field Analysis model correlated with the elements discussed in Loomis' Social System Model and the initial step in the implementation models and program focus. Subcategories under driving factors included administrative decisions, school and district policy, theoretical foundation, and program focus. Subcategories under resisting factors included logistical problems and ideological resistance. Additional steps of the two implementation models correlated with the master processes in Loomis' Model. Subcategories of implementation included planning, implementation, and maintenance.

The resolution of Lewin's model with stabilization aligned with the institutionalization phases of the implementation model. Subcategories included stabilization for 1998-99, 1999-2000, and the onset to 2000-2001. In addition, other categories outside of those models arose through naturalistic inquiry. Additional categories include evaluation, the future of the program, and staff roles. Figure 1 provides a graphic representation of the categorization processes of collected data.

Figure 1

Categorizing the Development of the Advisory Program



Research Question 1: What were the driving and resisting factors for the initiation of the advisory program?

Driving Factors

The first categories derived from Lewin's Force Field Model considered the factors that drove the development of the advisory program at Smithbarry. Categories under driving factors include theoretical foundation, policy, and administration and program focus.

Theoretical Foundation

The initial driving factors for the advisory program were either issues of policy or of theoretical foundation. Four documents provided theoretical background and implementation suggestions for the program director, Respondent 65, *Advisory Leadership*, *Advisory Implementation*, *Developing Effective Advisory Groups*, and *Setting Up an Awesome Advisory*. Two documents created by Dr. Savario Mungo of Illinois State University provided the beginnings for advisory planning, *Advisory Leadership* and *Advisory Implementation*. The definition of advisory in *Advisory Leadership*, pg. 4, reads: "small group advisories that ensure that every student is known well by one adult."

Dr Mungo gives the role of the advisor the following responsibilities on pg. 15:

1. To attempt to know each student in the advisory class on a personal basis
2. To attempt to know the parents of the students in the advisory group
3. To provide and environment of cohesiveness within the advisory group

4. To plan and utilize activities which will implement the goals and objectives of the program

5. To seek assistance for students in the advisory program with needs beyond the design of the program

Another document, *Developing Effective Advisory Groups*, by Kasak and Poole, pg. 3, gave four reasons for having an advisory program. These reasons included ensuring that each student is known well at school by at least one adult, providing a peer group for each student, helping each student find ways to be successful, and to promote coordination between home and school.

A school district document, *Setting Up an Awesome Advisory*, pg. 2 also provided background for the development of the program. The document uses the definition of an advisory program from *Turning Points* (Carnegie Council on Adolescent Development, 1989), which states:

> "The purpose of the advisory program is to ensure that every student is known well by at least one adult…..Advisory should be a planned program in which school staff members develop special relationships with their students as they help them understand themselves and others and learn to cope with and be happy in the world in which they live."

The district adopted the Middle Years Project in 1994 and promoted the philosophies of *Turning Points*. With the adoption, the district promoted the use of advisory to address the social and emotional needs of students.

Respondent 65, the dean of instruction and program coordinator, echoed the definition both by *Turning Points* and Dr. Mungo's material. She felt the main reason to create an advisory program was to deal with social and emotional needs of students and that advisory was truly a mentor system where every child should have an advocate. She communicated this with the design committee during initial meetings. She stated, "Our goal, as we sat down, was to provide that advocate for each child. It's especially important because someone has to be standing in their corner."

The principal, Respondent 64, did not have previous middle school experience, She developed her knowledge of advisory programs through discussions with her dean of instruction and discussion with other middle school principals. In her questioning of other principals, she mainly found dislike for advisory. She stated, "The impression that I got from those principals and other middle school teachers I talked to was that they hated it." She then turned to her own staff in hopes of defining a clearer picture of what a successful advisory program should be.

Of the respondents that referred to their previous perceptions of advisory programs, Respondents 12, 34, 42 and 62 alluded to the same reasons as Respondent 65 for having an advisory. Respondent 12 and 34 both discussed the research presented by Respondent 65 as a basis for instruction. Respondent 12 said, "When she introduced it this to the staff in the library, she said this was to be a home court type of experience."

Respondent 34 recalled the research saying that all successful students had the common characteristic of having one adult that believed in them. Respondent 43 brought out that it should be an opportunity to speak on a one to one basis. Respondent 62, while

not a part of the staff during the first two years of the program, recalled during a team interview a similar purpose for advisory because it was a small group you could be a mentor for. Respondent 62 did not recall ever being told this by anyone on the staff at Smithbarry.

Several other theoretical purposes or definitions of advisory were provided. Respondents 4 and 20 replied that advisory programs were places where students were put into groups like families and Respondent 4 feeling the teacher almost acted like a "mom." Respondent 19 saw it previously as a thirty-minute tutoring time, and Respondent 47 saw it as a time for teaching test-taking skills and taking care of administrative details. Respondent 63 thought it would be a small group that completed activities that worked on issues such as building self-esteem and anger management. Respondent 16, like the principal, did not have any previous expectations of what an advisory was.

Many sources provided theoretical foundation for the advisory program. In order to see how well the theory used for the development of the program was in line with the district, district policy considerations were then categorized.

Policy

As Smithbarry opened in 1997, the decision was made not to implement an advisory program in its first year, though district policy requiring an advisory program did exist. However, during the 1997-98 school year, planning for the advisory program began. At the beginning of the 1998-99 school year the program began, and the implementation of the program by all core teachers became school policy.

Board Policy #057905, which outlines the curriculum design of a middle school, requires schools to utilize some form of : "A homebase teacher for every student to provide continuous observation, guidance, and assistance to provide optimal learning opportunities. Homebase guidance and counseling activities shall be included in the schedule on a regular basis."

The same policy states that middle schools, defined as seventh and eighth grade campuses, are required to have: interdisciplinary teaming, exploratory electives, parent centers and parental involvement, and "an intramural program for the inclusion of all students focusing on the physical fitness and cooperative interaction of students."

Respondents 4, 16, 47, 64, and 65 pointed to the middle school initiative and board policy as the reason for implementation of the advisory program. Respondent 65, the principal of the site, noted the flexibility in designing an advisory program as the guidelines of the district were not specific. These guidelines only stated that the inclusion of monetary resources for the program for training and supplies was provided by the district. The other seven respondents on the Advisory Design Team who were asked the reason for designing the program pointed to the theoretical foundation of advisory programs discussed above and did not refer to school or district policy.

Respondents 34 and 65 referred to the inclusion of the requirement of intramural activities and clubs as part of the middle school curriculum and a connection to the advisory program. No other respondents referred to board policy requiring intramural or club activities.

Administration

With the driving factors of theoretical foundation and policy described, the administration was then recognized as a driving factor. The administrative staff of Smithbarry Middle School consists of the principal, the dean of instruction, and two assistant principals. The two assistant principals did not play a role in the planning of the advisory program. Respondent 64, the principal of Smithbarry, came to the school in 1997 directly from being a principal in an elementary school. While she had a counseling background, she did not have experience with advisory programs. In order to get background information on advisory programs, Respondent 64 asked middle school principals and teachers about their programs and received mostly negative feedback on the success of advisory programs. She did, however, see advisory programs as a "neat array of activities."

The principal made the initial decision not to implement an advisory program during 1997-98 because it was the first year of the school and the staff was in the initial phases of the development of a middle school in the middle school concept. However, during the first year, planning began for implementation of the advisory program during the 1998-99 school year. The principal began planning by asking the teachers on the staff what they wanted to see in the advisory program. Throughout the school year, the principal asked teams to demonstrate their advisory planning in curriculum planning books.

During a staff-development program at the end of the year, the dean of instruction utilized a systems-framework model to begin the planning, which will be discussed later.

The administration also sent out surveys to determine what was wanted in the program. After initial discussions with the whole staff, the administrators put together the Advisory Design Committee. They asked for one volunteer from each team (8 teams in all in year 1, 10 teams in year 2) and two elective teachers. The decision was made previous to design team meetings that the curriculum created would be systemized in order to allow for certain themes throughout the year.

Respondent 65 and 64 both discussed frustration in attempts to instill buy-in of the program by the staff. Respondent 64 stated, "the bottom line is: Teachers who believe in the program are going to use the materials and the program to their advantage. People who still don't feel comfortable with it will not use advisory as it should be used."

Respondent 64 was asked for steps to help those who believe in it and responded with the acknowledgement of the difficulty of the situation. She stated, "It is very difficult to monitor that because every one is in their own classroom." Current techniques for monitoring included analysis of planning notebooks that teams had to turn in regularly. She discussed the need to do a better job at monitoring. When asked if teams had utilized planning notebooks regularly, Respondent 64 said they were not. Teachers tended to have legitimate issues that inhibited them from planning advisory fully, such as substituting for other classes.

During the second year, a stricter schedule was instilled by the administration to follow teacher's plans of advisory better. Respondent 64 stated that the majority of time spent with the advisory program had been focused upon teacher's attitudes and expectations.

Respondent 64 also stated they still felt uncomfortable with advisory programs. As a principal new to the middle school level, she had spent most of the time observing the program. “We are still in observing; still finding out. I’m still very new at middle school.” In the future, she hopes to implement more training and have school leaders take more responsibility for the implementation of the program.

Respondent 65, the dean of instruction, worked with an administrative team at the sub-district level and had previous middle school experience before coming to Smithbarry Middle School. Respondent 65 began with acknowledging the middle school initiative required an advisory program for every middle school, but allowed schools flexibility in the design of their advisory program.

The dean acted as chair of the Advisory Design Committee, which began by looking at the needs of the students in hopes of designing a curriculum to fit those needs. The dean introduced the Character Counts Program as a starting point, as it had six pillars that correlated with the six six-week periods of the school year. The dean also introduced the need to create a mentor system through the advisory program.

In order to begin the design of the program, the dean organized the Advisory Design Committee discussed above. She laid out the theory for advisory programs for the committee and gave them a timeline for developing its design. She led the team through the writing and planning during the spring of 1998 for the program’s implementation in the 1998-99 school year.

The dean believed that buy-in would be created by communication between Advisory Committee members and the teachers of their academic team. In order to

facilitate the implementation of the program, she asked the members of the design committee to present the program to the staff at the end of the 1997-98 school year. Other factors that the dean made sure to include in the curriculum included a common format for all lessons of the curriculum, a wealth of curriculum to allow for flexibility, and topics that teachers agreed would be helpful to students. The curriculum and schedule were presented to the staff in a thirty- to forty-five-minute presentation lead by the dean of instruction.

Though the dean felt at the beginning of the program that the staff bought into the program, "in theory" she dean noted difficulty with many teachers implementing the program due to many teachers feeling uncomfortable in the role of the advisor. The dean stated: "It was very difficult for some teachers to get close and open up." She also said, "They (teachers) often felt like a parent should be working on these things. We shouldn't be teaching it to them for the first time."

Several respondents referred to the administration in the implementation of the program. Respondent 19 noted that the administrators never observed the program, which was opposite to the regular school program. "I mean, would you think an administrator never coming in to observe a class. Teachers can get away with murder in advisory."

She also recommended that the school should be on the consistent schedule as far as type of advisory activities. Due to the varying schedules, she found that if an administrator did observe an advisory class, a teacher could just say this was a club day or a homework day and would not have to show examples of advisory activities as found in the curriculum. Respondent 57 also wished there were more of an emphasis placed on

the program and more monitoring of advisory. Respondent 59 recalled administrators following up with teams of teachers as they planned the advisory program. Respondent 59 remembered the administrators visiting elective teachers once or twice in the year of 1999-2000.

Program Focus

While the theoretical foundation of advisory programs gave the reasons behind having an advisory program and policy and administration existed as driving factors, the program focus or specific goals existed and was analyzed as driving factors for what the program meant to accomplish. In the documents used as research, advisory programs could accomplish many different goals. In Dr. Mungo's *Advisory Leadership*, on pg. 10, fourteen benefits for students were listed including the following:

- students will be guaranteed a caring adult to help them succeed
- students will feel that they belong
- students will see their teachers not only as an instructor, but as an advisor
- students will have opportunities to develop positive relations with peers
- students will be assisted in developing study skills
- students will be taught organizational skills
- students will have a support group for academic and personal problems
- students will learn social skills
- students will have a forum for special skills
- students will be taught responsibility

The district document, *Setting Up an Awesome Advisory*, pg. 6, included goals of helping students set up relationships and assisting in the social, emotional, physical, intellectual, and psychological development of students.

The goals in Kasak and Poole's *Developing Advisory Groups*, pg. 3, focused on students lessening daily stress in schools, lower reports of anxiety and depression, higher reports of academic efficacy, and the use of problem-solving strategies and refocusing practices. Kasak and Poole also suggested that advisories should provide a higher rating of an overall positive work climate for teachers, as well as an increase in intrinsic reward.

The two administrators who lead the development of the program used these documents as the beginning foundation for the program goals. The principal, Respondent 64, felt advisory should be a place for students to vent and feel comfortable with teachers. She wanted advisory to feel like a home base, where students could ask questions that they might not feel comfortable asking others.

The dean, Respondent 65, wanted the advisory program to foremost be a mentor system. Through that mentor system, she wanted the concept of respect to be taught to students. She discussed multiple levels of respect, including respect of races, respect for other students, and respect for themselves. She also discussed the need for students to have respect in a multicultural society and hoped to instill the ability to consider consequences during a good decision-making process within students.

In the interviews, the teaching staff stated multiple goals of the advisory program. Goals fell into aspects of mentoring, fulfilling students' needs, teaching concepts, or other various goals. Respondents 4, 5, 12, 20, 34, 43, 56, 59, and 62 discussed mentoring

as a goal of the program. Respondent 4, 43, 56, and 59 wanted the program to provide students a person they could discuss issues with. Respondent 4 wanted: "That (advisory) gives them another person they can talk to if they have problems."

Respondent 43 saw the goal of the program to provide a personal cheerleader for each student. Respondents 5, 12, 20, 34, and 62 hoped that the advisory group would create a bond between the advisor and the student. Respondent 20 saw it as a way to create a small family or community within the school environment. Both Respondents 12 and 34 pointed to the presentation by the dean of instruction where she stated successful students had the characteristic in common of having at least one adult role model in their life.

Respondents 1, 4, 6, 12, 16, 57, and 59 discussed fulfilling students' needs by providing certain settings or services. Respondent 1 hoped to provide students with a positive attitude of themselves. Respondent 4 hoped to fulfill student's emotional needs. Respondent 6, 12, 16, and 59 hoped to provide a home court for students where they would feel safe, converse freely, and relax. Respondent 16 said, "I believe we were hoping to achieve true communication with the kids as an outlet for them to have their opinions and a place where they feel comfortable and liked." Respondent 57 saw the goal as a place for students to work through their character flaws.

Respondents 17, 19, 47, 52, 56 and 57 saw the goal of the program as a way to teach certain concepts. Respondent 17 and 57 saw the program as a way to teach good citizenship. Respondent 19 felt the program should teach character building skills, how to form an opinion, and how to act socially. Respondent 47 also hoped it would teach

character building, especially responsibility and other life skills. Respondent 52 hoped that the program would give children an ethical perspective to issues specific to students' daily lives. Respondent 56 hoped the program would teach social skills as defined by the Boys' Town Program. In addition, Respondent 6 suggested that it should be a time for morning announcements.

The driving factors led to the development of the advisory program that featured three components, Advisory lessons, DEAR (Drop Everything And Read) time, and student clubs. Advisory classes met every other day during the eighth period of an AB blocking schedule. The Advisory lessons lasted for one half-hour. DEAR was conducted for twenty minutes. Clubs met for 45 minutes. The design of the program will be discussed in greater length later.

Resisting Factors

With having established the driving factors for the advisory program, a wide variety of resisting factors arose during the planning stages and through the two years of the program. Resisting factors arose in two forms: logistical problems and ideological resistance.

Logistical Problems

Several respondents noted logistical problems that arose during planning stages. Respondent 4, a member of the Design Committee, discussed having difficulty focusing on organizing and writing advisory lessons. "We worked a lot more because we hadn't done it. It was hard to design for people other than yourself."

Respondent 34, also a member of the design committee, found it difficult to create a variety of lessons. The respondent noted a repetition in the lessons being developed by the groups despite the program being segmented into six pillars. Respondent 65 discussed having to do "a lot of hit or miss" while designing the program and discussed teachers having difficulty finding activities that their children would enjoy. Respondent 16 noted the difficulty of deciding length and time of the program during the design phase. Respondent 47 felt designing the program was difficult as it was "harder to find lessons and activities to do."

The majority of the logistical problems arose in the implementation of the program. Several problems arose in dealing with students in the program, including discipline, personality differences between teachers and students, and keeping the students interested. Respondents 4, 17, 19, 20, 26, 45, 52, 56, 57, 59, and 67 all mentioned discipline as a problem of the advisory program. Respondent 4 was unhappy with the way many teams divided up their students by giving elective teachers those students who were discipline problems. She remarked that she saw that as unfair.

Respondents 17, 19, 52, 56, 57, and 59 discussed the lack of receiving a grade by students created a sense of unimportance for the advisory time period, which led to discipline problems. Respondent 56 replied, "There is no grade given to students. They receive no credit. And I don't blame them. You have to complete this worksheet for what? You have to cooperate for what? The students want to know what they are going to get. They are not going to get anything; they would much rather socialize."

Respondent 20 saw that the authority in the advisory program, especially clubs, was different than the regular school program. This resulted in a lesser quality of discipline in advisory classes. Respondent 59 also suggested there were no consequences for students in the advisory program. Respondent 26 and 67 suggested students were "crazier" in advisory than in the school day.

Respondents 12, 34, and 57 remarked upon the difficulty of dealing with students when a personality difference between teachers and students existed. Respondent 12 discussed natural bonds that existed between some students and teachers saying, "There are some students you can reach naturally in the classroom and you can tell as you teach the lesson they are keyed in." Respondent 34 wished that she could have students in her advisory class where rapport existed between her and the student. Respondent 57 was frustrated with the club portion of the advisory program during 1998-99 because she had students that she did not know and did not feel comfortable disciplining.

Respondents 11, 12, 16, 62, 63 discussed the lack of interest in the curriculum by many students as a major problem. Respondent 12 felt the curriculum was not fresh enough to meet the needs of students.

Respondent 63 observed her students become bored with the curriculum lessons and found it necessary to move elsewhere with instruction. Respondent 62 felt the reason students did not participate in instruction was because the program was at the end of the school day. "Basically, the last thirty minutes of the day they want to visit until school is out. It is hard to try to keep their attention the whole thirty minutes." Several other respondents discussed the problem of the location of the advisory program in the school

day as a major issue. The principal, Respondent 64, also saw advisory location as the major problem of the program. “The other thing we found was where to place advisory. That was a problem; where was the best place to put advisory. We have been in existence, and we have changed it three times.” Respondents 5, 12, 16, 19, 43, 57 and 62 discussed the problem with the advisory class’ place in the schedule or problems with the amount of time delegated for advisory. Respondents 5, 16, 19, and 62 pointed to having the program at the end of the day as causing major problems with the curriculum.

During 1998-99, advisory lessons and students clubs were conducted from 1:35 to 3:30 every other day. During 1999-2000, advisory was conducted the last thirty minutes of every day. Respondent 65, the dean of instruction, discussed the scheduling issues around advisory as being a major issue throughout the two years. “The first year, we put too much time. We put a ninety-minute block there. We changed it to a thirty-minute period at the end of every day. We had a long discussion about whether it should be at the end of the day.”

Respondent 66, the attendance clerk, discussed the problem of having the program at the end of the day. “From 3:00 to 3:30, there are a lot of kids in the hall.” She believed that many students were not going to advisory class because they knew teachers did not do a good job of taking attendance, but observed the blame should not be solely carried by teachers. “It has to be everybody, both teachers and the attendance office. Everybody has to do it for it for it to work.” The master schedule was changed three times during the two years. Schedules are located in Appendix G.

Respondents 17, 19, 20, 21, 26, 43, and 47 brought up the logistical problem of planning daily-advisory lessons. Respondents 17, 20, and 47 noted the extra planning of advisory as a problem. Respondent 17 stated, "It was just like another plan was put on me." Respondents 17, 19, 21 and 47 demonstrated a frustration with the curriculum itself in respect to planning. Respondent 17 found the curriculum unorganized, as did Respondent 19. They wished the curriculum book had page numbers and explained what exactly should be done each day. Respondent 21 discussed the difficulty in coming up with lessons using the school curriculum. Respondent 47 found lessons in the curriculum vague and also felt the flexibility in planning was very teacher friendly. Respondent 43 felt there was not enough training to assist her in how to adequately plan, especially for the Boys' Town skills. Respondent 26 found planning difficult due to a not having a common duty with elective teachers.

Several other logistical problems existed, including issues of class size and supplies. Respondents 12 and 20 were both concerned with class size of advisory programs, stating class size could reach up to 30 in some cases. Respondents 5, 17 and 43 brought up the lack of sufficient supplies for the program as a major problem.

During the 1998-99 school year, part of the advisory program included a club segment where students entered specialty clubs such as film, break dancing, arts and crafts, etc. A table of clubs can be found in Appendix H. Due to the amount of logistical problems that arose in its implementation during the 1998-99 school year, the club segment of the program was changed drastically.

Respondents 43, 65, and 66 discussed the logistical problems of the club segment of advisory. Respondent 43 felt students chose on the basis of which teachers they liked more than the actual hobby or club they were interested in, leaving many clubs full and others relatively small and unpopulated. Many clubs were forced closed due to lack of enrollment. A major dilemma for the design team was which students to allow to choose their clubs first. Respondent 43 recalled eighth graders were allowed to choose first, but they were only allotted a certain number of spots. Another series of spots were allotted for the seventh grade students. Respondent 43 also discussed the difficulty of substitute teachers covering club time as they were not familiar with the club and lesson plans were not usually provided. Respondent 65 stated, "The club part just didn't work. The club was a nightmare." She explained there were a lack of supplies in the beginning, and district money designated for purchasing supplies was not allowed to be spent by the campuses until September. This left many teachers without club supplies for the whole semester. She observed that many clubs fell apart because of a lack of planning by teachers.

Clubs also provided many specific logistical problems in keeping track of students. Respondent 66 discussed the difficulty of taking attendance in student clubs. Procedure dictated that teachers complete attendance sheets with student names, identification numbers, and teacher numbers. Problems arose as teachers changed students without informing the attendance office, or the student would begin going to another club because they did not think teachers were taking attendance. Because of the

difficulty in keeping attendance and track of students, many parents who came to the school to pick up their children for early release were unable to locate them.

During a team interview, two respondents, 40 and 57, brought up the difficulty of clubs. Respondent 57 said, "That was almost a joke for that amount of time." Respondent 26, their team member, stated that he enjoyed clubs. But it was noted by another team member, Respondent 21, that he only had four students in his student club.

Many of the logistical problems discussed above will be referenced in the implementation stage analysis of this study. Logistical problems will be summarized and correlated with the implementation stages in Chapter 5.

Ideological Resistance

While many resisting factors arose in the implementation of the advisory program revolving around logistical issues, resistance also came in the form of ideological inconsistency. While logistical problems consisted of issues relating to personnel, materials, scheduling, or ideological issues, problems arose as some staff members disagreed with ideas and the format of the advisory program.

Respondents 64 and 65, the administrators, both recognized a sense of resistance in much of their staff during the development and implementation of the school year. Respondent 64, the principal, gave the leadership of the advisory program over to the Advisory Design Committee. Resistance from the staff was noted. "The bottom line is: Teachers who believe in the program are going to use the materials and the program to their advantage. People who still don't feel comfortable with it will not use advisory as it should be used."

She felt that many teachers did not have "their heart" into the program. "If your heart isn't in it, then you don't believe in the program and it is not going to work. You really have to work at it. This is not an extra something; it is an actual class. And some teachers are not comfortable speaking to kids, just on a human level. Luckily we don't have many teachers like that, but there are a few that are not just comfortable with that 'human side' of thinking."

The dean of instruction, Respondent 65, also discussed ideological resistance. She believed that many of her teachers were not comfortable with the role of providing guidance. "It was very difficult for teachers to get close and open up." She proposed that many teachers would prefer parents to be providing guidance. Respondent 65 felt many of the teachers did not take the club part of the advisory program seriously during the 1998-99 school year.

Respondents 1, 4, 6, 17, 19, 20, 34, 36, 52, 57, and 63 discussed ideological differences that occurred with the advisory program. Respondent 1 saw apathy in the planning stages of the curriculum as some teachers delayed writing initial lessons because he didn't feel they believed it would work. "I think what it was was that some of the teachers working on the curriculum were really apathetic because we're going to run into stonewall-minded kids."

Respondents 4 and 34 echoed the concerns of Respondent 64, feeling that many teachers were not "touchy-feely" or comfortable with working with sensitive issues that are discussed in advisory. As Respondent 34 discussed teachers being set in their ways

and not comfortable with being an advisor, she stated: “They’re here to teach a subject, not teach a child.”

Respondents 1, 19, 20, and 52 felt that personality issues or belief in the program prevented many teachers from being comfortable with their role as an advisory teacher. Respondent 19 felt that teachers did not think that the advisory program mattered, especially the days set aside for curriculum. She felt the staff gave up on the curriculum during the second semester of 1998-99 because it became overwhelming. Respondent 20 felt there never was a clear understanding of the program, thereby causing the teachers not to see any value in the program. She saw that teachers needed to develop skills to be able to talk to children, finding an artificiality in teachers not having that ability. Respondent 34 believed that many teachers saw the program as fluff. Respondent 52 felt that many teachers were not comfortable with sitting down and talking with students. She stated: “Some things you just wish you didn’t know.”

Respondents 4, 19, 34, 57 and 63 did not believe all staff members were actually implementing advisory. Respondents 19 and 34 estimated about half of all teachers were implementing the program. Respondent 26 stated that he had not done advisory lessons in many weeks, providing students tutoring and time to complete homework instead.

Several respondents discussed their own difficulties in implementing the advisory program due to discomfort in fulfilling that role. Respondent 6 found it difficult herself to be changing roles from being strictly a teacher of a subject matter to being more of a friend in her advisory class. Respondent 17 felt that advisory was developed assuming students had the social skills to discuss sensitive issues, but she did not feel that students

at the school had that ability. She also felt the advisory segment wasted teachers time that should be spent on academic skills, even though she felt the club segment had been valuable.

In Lewin's Force-Field model, driving factors and resisting factors work against one another as change is introduced to an organization. Ideological resistance, with other resisting factors and driving factors, will be discussed as it relates to implementation stages of the advisory program under the next research question. The summary of the driving and resisting factors and analysis of their interaction will be discussed in Chapter 5.

Research Question 2: How was the advisory program planned?

The two innovation models used in this study were broken down into several sections to analyze the implementation of an innovation. The initial steps where an organization realizes the goals and provides focus for the program was analyzed in conjunction with the elements and driving factors for the program. The remaining steps of planning, implementation, maintenance, and stabilization will be analyzed under the remaining questions as the master processes of Loomis' social system model are discussed.

After looking at the focus for the program, planning stages were analyzed for the methods used at the school site. Correlation between the models used to provide categories for the study will be made during Chapter 5. Figure J1 found in Appendix J demonstrates how the two models were aligned for categorical analysis.

Master Processes and Implementing an Innovation

Planning

The planning of the advisory program went through three basic stages: the planning of curriculum and schedule for 1998-99, planning with staff, and the continual planning on a day-to-day basis from the two years of the program.

To begin designing the program, the dean of instruction asked for one member of each academic team and two elective teachers to join the Advisory Design Committee early February of the 1997-98 school year. The dean of instruction, Respondent 65, stated the make up of the team was in order to allow input from all members of the staff. Each academic team member on the committee was given the obligation to keep their team up to date on the design of the program and asked to provide feedback. An advisory program was not in place during the 1997-98 school year, the first year Smithbarry was in operation.

The dean of instruction began the planning process by providing the theory behind the advisory program to the Advisory Design Committee. Respondent 47 and 65 stated the committee began the design process by creating an advisory mission statement. The mission statement was not found as documents for the study were collected. After creating the mission statement, the Design Committee was then broken into two groups: one working on scheduling issues and the other group working on curriculum design.

The curriculum design group designed the layout of the curriculum and initial staff training of the advisory component, while the schedule group organized the schedule and how the club segment would be implemented. The separate factions

brainstormed their areas through several initial meetings. With the guidance of the dean of instruction, an advisory program was scheduled to have 30 minutes of advisory, 20 minutes of DEAR time, and 45 minutes of club time during a ninety-five minute block every other day. The curriculum was decided to be based upon the six pillars of character as described by the program, Character Counts. A standard template for advisory lessons was also created to create consistency for all lessons. The template for the curriculum can be found in Appendix I.

The committee also decided to try and include a variety of activities to include a range of teaching styles. Respondent 65 said 20 lessons were created for each six-weeks. Fifteen advisory lessons would typically take place over a six-week period, allowing teachers to pick the activities that would best fit their teaching style during the time period. Respondent 47 recalled wanting "hands-on things, discussion, and not just worksheets." To begin designing the curriculum, additional teachers were added to the committee to provide two to three teachers to design curriculum for pillar of character. Each pillar represented a theme for the six weeks that lessons were built upon. The six pillars included: Respect, Responsibility, Caring, Fairness, Trustworthiness, and Citizenship.

The members of the Advisory Design Committee were paid with funds from the district as part of the middle school initiative. The principal stated the district gave a certain amount of funds depending upon the number of students enrolled in the school. For the first year, the school had roughly $3,800 to pay for the advisory program. The administration set aside money for the first year the school was open, 1997-98, to be

spent on the planning of advisory. For the 1998-99 school year, $1,935 was set aside to be spent on supplies for the advisory part of the program; $1,889 was set aside to pay for club expenditures.

Money was distributed to teachers for clubs equally, though clubs that need additional funds could request additional funds that were not used by other club teachers. Many clubs did not need supplies, such as athletics, and money was split among those who needed supplies more urgently. Each staff member implementing the program received a binder of all the activities for the year. Teachers also received tubs with various supplies such as paper, art supplies, scissors, glue, etc. SSR (Sustained Silent Reading) books were also provided for each teacher.

Respondent 4 recalled 20 to 24 teachers who may have worked on the curriculum during the design phases. She recollected the initial phase of collecting an immense amount of information concerning the pillars of character in a large plastic tub. As the design groups of two or three began to write the curriculum, they searched through the container to come up with possible ideas. She recalled getting paid the standard-training rate for teachers to do the designing. Respondent 59 stated that materials came from books, counseling information, other schools programs, and many other places. Respondent 16 stated, "We started with the themes first and developed activities from within that theme." Respondent 43 recalled trying to determine the major problems students were having under the realm of each pillar, as she also recalled the inclusion of the Boys' Town skills during the juncture of planning the actual lessons.

During the initial design phases in the spring of 1997-98, one academic team piloted advisory activities for a six-week period. The team shortened one academic block and performed activities that design members wanted to pilot. The team gave their findings to the counselors, who reported to the design members concerning what activities students liked and did not like.

Respondent 19 recalled the hope of the design team to come up with a different program than typical advisory programs. “Because when we do advisory, it’s like a quick twenty minutes. Here we go.” Respondents 17 and 19 did not recall many discussions with their academic teams concerning the planning of the advisory-program design. Both respondents asked for input, but most team members were satisfied with the design or did not feel like giving input. Respondent 39, a team member to Respondent 19, stated that in relations to not sharing ideas, “But I felt comfortable sharing with you.” Respondent 11 stated that staff was asked for input during staff-development meetings, and then the design committee was left incorporate staff recommendations into the design.

To train the staff, a presentation was given toward the end of the 1997-98 school year. Respondent 19 recalled brainstorming with the Design Committee the expected pros and cons that the staff would foresee in the program. They also brainstormed responses for the cons in hopes of being able to troubleshoot possible concerns.

During the presentation, the committee answered as many questions as they could concerning the cons and attempted to insure there were not problems in the curriculum design. After the presentation, the staff was asked to provide the member of their academic team that was a Design Committee member any complaints or suggestions. A

memo discussing the agenda for the initial presentation included an overview given by the principal which included a discussion of what advisory programs were and the goals of the school. Design Team members then reported on the schedule of the program, the layout of the block of time, a sample lesson, and a question and answer time. Staff was then allowed to discuss their concerns, and members of the advisory committee wrote down their concerns on a chart. Respondent 43 recalled a segment of the initial staff presentation being on the Boys' Town skills.

At the beginning of the 1998-99 school year, the advisory curriculum was given to teachers during a small group forty-five minute session led by the dean of instruction. Respondents 2, 6, 17, 26, 36, 40, 56, 62, and 63 described the forty-five minute training as simple instructions, providing an overview of the curriculum notebook and the supplies that were provided. Respondent 6 stated the session was implemented as: "This is your advisory time and this is what you are suppose to do," in hope that the training of the curriculum had contained an example of an effective advisory class. Respondent 63 stated, "She told us some things that she would do to start out. We got a box of supplies, like markers, scissors, and tape that we could use during advisory."

To implement the program, academic teams consisting of one math, one reading, one language arts, one social studies, and one science teacher were connected with two elective teachers. Teams were expected to plan advisory on a regular basis. Respondent 65 recognized that some teams planned their advisory lessons, while others did not. She stated that teams who planned their advisory lessons seemed more successful to her than others.

Respondent 1, 5, 11, 12, 16, 17, 19, 20, 34, and 62 stated that planning the advisory lessons as a team did occur. Respondent 5 stated their team consistently tried to do the same activities, while teachers chose their own ways of implementing activities planned. Respondent 20 also stated the team planning was more of "what are we going to do than how we are going to do it." Respondent 34 stated the team averaged planning advisory lessons once a week, though the team did not plan that much the first two six-weeks of school during the 1998-99 school year. Respondents 34 and 62 stated the majority of planning for advisory revolves around tutoring days and aligning what will be taught. Respondent 36 stated during the second year, her team averaged planning advisory once a week. Respondent 11 stated planning occurred about once a week throughout the two years, but many times they did not plan as other issues came about. At the point of the interview, her academic team had not planned for six to eight weeks. Respondents 12 and 17 recalled attempting to have elective teachers involved in planning by either having them attend team meetings or providing them with handouts or transparencies that went with lessons. Respondent 16, an elective teacher, stated she planned with other teachers, though irregularly. Here they discussed successes and failures of attempted lessons.

Respondents 34, 36 and 56, all members of an academic team, did not recall planning with elective teachers except for special events purposes throughout the school year or merely informing them what they will be doing. Respondents 4, 6, 36, 43, 56 and 59 did not recall planning with a team, though Respondents 6 and 36 stated their academic teams did plan together some during the second year. Respondents 4, 43 and 59

were elective teachers. Respondent 4 was unsure whether other elective teachers worked with their assigned teams. Respondent 4 recognized that many teams made copies of activities and included elective teachers in special activities that took place during advisory. Respondent 59, an elective teacher, recalled planning with a team during the first year to plan out each six-weeks. During the second year, she was attached to another team and did not plan with them. She also recalled another elective teacher discussing having the same problem of not planning with a team.

Respondent 2, the team leader of the English as a Second Language Team, discussed the difficulty in her team's ability to plan as they did not have a common planning period. During the majority of the year, the team met weekly for forty-five minutes after school. The limited amount of planning time caused the team to deal with more pertinent issues than advisory. Respondent 2 also added there was difficulty in planning for the diverse group of children her academic team had, which included various levels of non-English speaking students and the special education population of the school. She stated that teachers on the team tended to do their "own thing" in respect to advisory. She did not believe the team would have a planning period in the future and foresaw the problem of not being able to plan on a consistent basis to continue for her team.

Respondent 64, the principal, required the teams to plan advisory during their team planning times during both years of the program. Team notebooks were kept by teams to document their discussions during planning sessions. The principal stated that during 1998-99, very few teams mentioned the advisory program with any consistency.

During the 1999-2000 school year, she stressed the requirement to teams to include advisory discussions in the planning notes. She stated that very few teams actually included notes throughout the year. She referred to one academic team to demonstrate how planning does occur. During the second semester of 1999-2000, the team mentioned the advisory program in their planning notes 6 times. Notes from that academic team about the advisory program included:

- a description of the funds the team was given for advisory ($200 per teacher)
- placing students in advisory at different times
- setting up a homework system to assist students during advisory time
- implement TAAS (Texas Academic Skills) testing help

The principal suggested that teams would provide a list of their scheduled activities for a time period, but often found through observations that the planned activities were not actually taking place.

The dean of instruction stated that the teachers needed much more training than what was put into place. “We only had two hours to train everyone on how to use it, and you really need to have a lot of time. You need to bring in people to speak to talk about the nature and needs of the adolescent child.”

The planning of the advisory program at Smithbarry Middle School was looked at not only during the initial planning phases of the 1997-98 school year but also during the two years of the study the program was being implemented in 1998-2000. In the following section, the implementation of the program will be described and analyzed, followed by a section describing the maintenance performed on the advisory program

during the two years of the program. Some of the maintenance issues will overlap with planning issues and will be described in both sections of this document.

Research Question 3: What were the various factors in the implementation of the advisory program?

Master Processes and Implementing an Innovation

Implementation

The implementation of the program will be discussed in three ways: the initial implementation in the beginning of 1998-99; the implementation of the revised program for 1999-2000; and, examples of program implementation throughout the two years. The program began with the opening of the 1998-99 school year.

Before the beginning of the 1998-99 school year, academic teams had been previously given two elective teachers providing each team, with seven teachers to split their 110 to 160 students among. Respondent 65 recalled using all teachers as advisors, except for the physical education teachers, to keep the ratio of teacher to students for advisory classes low. Physical Education teachers were not used as advisors as they organized and facilitated an intramural program. Teams began the school year by separating students into advisory groups. Different teams used different methods of dividing their students into groups. Some teams began with their first period class and then selected some off the top of the class and gave those students to the elective teachers. Teachers were also required to choose a club that they would like to implement during the school year. Teachers were instructed by the dean of instruction to choose clubs they enjoyed and could foresee implementing successfully with students.

Respondent 65 stated that many teachers had difficulty deciding on which club they would facilitate.

The 1998-99 school year school began with Smithbarry running on a seven-period schedule without the advisory program as part of the schedule. The advisory program was initiated in the second week with a two-day eight period AB block. The club segment of the program started the third week, after students were able to sign up for the program. Students were called in for an assembly discussing the club portion of the advisory program on Monday the second week of school. On Wednesday of the second week, students signed up for their clubs, the eighth grade going first and the seventh grade following. On Friday of the first week, any students who had yet to sign up for a club were allowed to sign up for a club. The regular schedule began on Tuesday of the third week of school with advisory and DEAR between 1:35 and 2:40 and the club activities between 2:45 and 3:00.

The club signing process was organized by several members of the Advisory Design Committee. Tables were set up in the cafeteria with a sign up sheet for each club. Students were led to the cafeteria during the advisory period. Eighth grade teams were allowed to sign up for their desired clubs first. However, a limited number of spots were designated for eighth graders for each club, leaving an equal number of spots for seventh graders. After the eighth grade students signed up for clubs, the seventh grade students then were allowed to sign up. Once a club reached the maximum number of students allowed for that certain club, the club was closed.

Throughout the school year, students were allowed to change clubs with the permission and signature of the two teachers of the clubs. Respondent 66 stated teachers had difficulty keeping track of students in their clubs. An attendance sheet for official purposes was kept for the advisory portion of eighth period, but not for the club portion. Unofficial rosters with ID numbers were kept, but teachers often changed students without informing the attendance or registrar's office. Respondent 66 stated students often changed their clubs without telling teachers.

A memo to teachers in August of 1998, provided teachers with assistance to club-enrollment processes. Teachers were to collect sign up cards from students enrolling in their club. Advisory teachers kept track of the clubs enrolled by each of their students. As students reported to their club, they were not allowed to enter the room or club without an appropriate enrollment card. Students who did not yet have an enrollment card for a club were sent to the cafeteria to be assigned a club. Several members of the Design Committee were on hand to answer any questions or problems that arose in club enrollment procedures.

The enrollment for clubs varied greatly from club to club. Some clubs had prerequisites to join. Students had to be chosen to be in some clubs, such as Student Council or Odyssey of the Mind (A Talented and Gifted Contest Club). Many clubs did not have a large enrollment such as the investment club, scrapbook making, origami, strategy clubs, and foreign languages, all having less than 15 students in the club. Other clubs became full quickly and had a high enrollment such as break dancing, spirit club, star wars, movies, drama, and board games, all having more than 25 students. Respondent

43 recognized that many students chose their clubs based upon teachers they liked. Appendix H provides a list of clubs, their description, and their enrollment for the beginning of 1998.

Respondent 65 stated that most clubs had to go without supplies for much of the 1998-99 school year. The district budget for the 1998-99 school year did not allow the money to be spent until September, causing teachers to begin their clubs without any supplies. Many teachers used their own resources in the beginning and were able to use the supplies funded by the district as they came in. Respondents 39 and 11 stated there was difficulty in obtaining materials during the second year of the program as well. At the end of the 1999-2000 school year, some teachers were still waiting on supplies ordered in October of that school year. Respondent 65 stated many teachers also chose a club where they did not have enough instructional material to finish an entire semester. She also stated that many teachers failed to plan for their clubs causing difficulty in implementation of their clubs.

An intramural program was created and designed by the physical education teachers of the school. Advisory groups rotated through various athletic games including soccer, basketball, kickball, and volleyball. Advisory groups went to intramural activities about once every six-week period. An exam of the intramural schedule for the first six weeks of spring 1999 demonstrated that one advisory group would go to intramural activities to play volleyball, while another group would play hockey or basketball. All advisory groups on the list attended one session except a few advisory groups, which attended the intramural activities twice.

Many respondents discussed the utilization of the Smithbarry advisory curriculum. During 1998-99, all advisory teachers were provided the same curriculum, based upon the six pillars of Character Counts. Respondent 19 discussed the creation of the advisory lessons aimed at easy implementation. The format of each lesson was the same, providing the objective and the activity to be done with students. The supplies to be used were also given on each lesson.

Respondent 6 stated using many of the activities during year one, but did not use the curriculum frequently during the second year. She stated that during many of her advisory sessions her students played games or did homework. Respondent 49 stated using the curriculum book for about 25% of her lessons. Respondent 57 stated her team used the curriculum binder throughout the first year of the program. Respondent 58 and her team stated they did use the curriculum activities during both years of the program, picking and choosing activities they wanted to implement. Respondent 62 stated the curriculum binder was used during the beginning of 1999 but was not used later in the year, allowing students to guide discussions on topics they wished to discuss. As flexibility was built into the curriculum, many teachers changed the program to fit the needs of the students as they saw fit. Respondents 21 and 63 stated they rarely used the book. Respondent 45 stated that he did not do the DEAR portion of advisory. Respondent 36 stated that DEAR was a good time to do make-up work. Respondent 26 stated he did not do advisory any more, but allowed students to either do make up work or play games.

The implementation design was organized around teams planning and implementing the program together. Respondent 36 stated some members of his team would not want to do some of the activities planned. The team of Respondent 36 stated that while teaching styles were different, they basically implemented the same activities but in different ways. Respondent 45, a member of the team said, "We all did the same things, we just did it in different ways."

Many teachers doubted that the advisory lessons of the program were implemented by many staff members. Respondents 4, 19, 34, 57 and 63 did not believe all staff members were actually implementing advisory. Respondents 19 and 34 estimated about half of all teachers were implementing the program. Respondent 6 believed that many teachers used the time to watch a music television channel called *The Box*. Respondent 63 believed many teachers used it mainly as a study hall or a free time.

For the 1999-2000 school year the schedule was changed, creating a thirty-minute advisory schedule every day. Teams were asked to determine a schedule to for the week. Teams were required to have two days of advisory lessons, two days of academic assistance or DEAR time, and to have one day of clubs or games.

A survey was given to each of the academic-team leaders to determine how their team implemented the five-day structure of advisory. Each team implemented the weekly schedule differently. Teams had the options of choosing which days would be advisory days, DEAR days, tutoring days, or club days. Teams 4 and 7 both had three advisory days. Teams 1, 3, 5, 8 and 9 had two advisory days. Teams 2 and 6 allowed teachers to choose if they wanted to work on advisory or tutoring during two days a week. Teams 6

also had two additional days of tutoring. Teams 1, 5, and 8 had a day of tutoring. Teams 2, 3, 7, and 9 had two days of DEAR, though team 9 teachers had the option of doing tutoring on those days. Teams 1, 4, 5, 6, and 8 had one day set aside for advisory. Teams 1, 2, 3, 4, 5, 8, and 9 had a club or game day, all occurring on Friday.

Respondents 26 and 57, members of the same team, stated their decision as to when to put the different segments into the weekly structure was based on wanting to give students a break between the advisory activities of Monday and Tuesday and having the other activities, such as DEAR and clubs during the rest of the week. Their team maintained the schedule for the entire year.

Respondent 19 discussed the difficulty of not having a common structure for the entire school. Many teachers pulled students from their advisory classes to provide tutoring during a time that fit with their schedule. Respondent 65 observed that teachers took the advisory program less seriously in the second year.

Teams made many adaptations during the second year to meet their students' needs. Respondent 5 discussed the implementation of a make-up day where students were allowed to complete missing assignments and do homework. With the arrangement of the teams within the school building, students were allowed to travel from room to room if needed to get assistance from teachers or to clarify assignments. Respondents 36 and 45 stated their team had a similar program to assist in making up assignments.

As interviews took place, many interviewees referred to Respondent 49 as initiating the practice of supplementing the curriculum during the second year of the implementation of the advisory program. Respondent 49 brought in many outside sources

to implement the advisory classes for her students. She recalled realizing, "The kids basically enjoy what we enjoy." She utilized books such as *A Child Called It*, *Chicken Soup for the Soul*, *The Lost Boy*, and other material as starting points for discussions.

The dean of instruction asked her to present to the staff the adaptations she made to the advisory program at the end of the 1998-99 school year. She shared with teachers examples of the activities she did in her class, using *Chicken Soup for the Soul* and an article from a local newspaper as an example. To purchase the materials, she utilized funds from the school that supported the advisory program, but did purchase one book for implementation. Respondent 57 and her team also utilized outside books to help facilitate their advisory lessons during the second year of the program. The books used dealt with character issues and provided a starting point for discussion. Respondent 39 and her team also purchased books to assist in the implementation during the second year. Respondent 11, her teammate, mentioned a class set of the book *Tears of the Tiger* was purchased and shared among the team. The book acted as a starting point for conversation.

Many instances occurred to further the scope of the program beyond the initial planned implementation. Respondent 1 discussed helping some students with matters beyond the advisory program such as getting referrals for therapy and family counseling. He also discussed helping one student who was in legal trouble after being arrested for automobile theft. He reported the student opened up to him and worked with him to change his school and social habits. Respondent 5 discussed her team's implementation of a "success club", where students who were in danger of failing received extra assistance in completing assignments. She stated 16 students were in the club. Once a

student's grades were to the point of passing, they were allowed to move out of the club. While only one student was eventually moved up, Respondent 16 stated the success club allowed the teachers of the team to better monitor the grades of students at risk of failing.

Teams also used the advisory time period for a wide array of activities that needed to be done as a team. Respondent 58 stated the team had assemblies during the advisory period as necessary.

The implementation of the advisory program was looked at during the two years of 1998-99 and 1999-2000. While the program continued to be implemented throughout the 2000-2001 school year, it was not part of the study. Throughout the two years of implementation, the program had to be changed many times and received continual evaluation and maintenance.

Maintenance

The advisory program went through many changes throughout the two-year period. Respondent 4 stated, "We have changed, every year we changed it." When asked about the future of the program, Respondent 65 also observed, "I don't know because every year we have changed it." During the three years of the program, the curriculum and schedule was constantly undergoing maintenance.

Maintenance Year 1. Maintenance of the advisory program began with concerns being collected by the Advisory Committee from their respective teams and then addressed in their meetings. Concerns brought to the committee in September of 1998 included an extensive amount of time spent in clubs, teachers feeling as if the program was an extra planning, discipline problems, lack of materials, advisory activities being repetitive,

advisory as being a waste of instructional time, and the Boys' Town skills not being implemented. The committee addressed these concerns in a school-wide memo. Clubs for second semester were decided to have 9-week options.

The memo stressed using team planning for planning of advisory. For discipline, a directive was made to follow the same discipline plan as for the rest of the school day. The team reminded teachers of the budget going into effect after the school year began, delaying supplies reaching campus. They stressed the flexibility of the curriculum so teachers did not have to choose activities that were repetitive. The memo also stressed that while the program was not academic in nature, it did have a learning benefit for students and was part of district policy.

At the semester break, many teachers changed clubs or shortened their club to a nine-week club. Some teachers had found that their club was not easily facilitated over a semester long period as they ran out of activities. The provision was made that two teachers could partner up to implement two nine-week clubs and implement them over a semester. Some teachers did not change clubs as the club lasted over a year-long period. New nine-week club partnerships included board games and jigsaw puzzles, aerobics and walking, cooking and book club review, drawing and cartoons, games and movies, mysteries and mind trap, and French and speech. Many clubs remained yearlong, such as debate, stage choir, arts and crafts, pep band, classic movies 1, Odyssey of the Mind, investment, aerobics, yearbook, spirit team, student council, video yearbook, newspaper, and athletics. Other clubs remained a semester in length and received new students including crafts for girls, star wars, math academic fair (new for semester 2), art club,

girls camping, calligraphy, drama, classic movies 2 (new for semester 2), computer Olympiad (new for semester 2), entertainment, news media (new for semester 2), games, and strategy games.

Several memos were given to the principal from staff members concerning the implementation of their club. Respondent 22, the librarian, sent a memo to the principal asking her to utilize the library and let her create a book review club. Respondent 11 asked the principal in a memo to allow her peer mediation club to assist the school in issues that could be resolved through peer mediation. Respondent 10 sent a memo to the principal to receive approval for four games for her games club, totaling $147.00. Respondents 13 and 34 also sent a proposed budget for their clubs to the principal.

The Advisory Committee addressed the staff in January of 1999 to discuss the progress of the advisory program and to provide information on second semester implementation of the program. The presentation began with Respondent 5 discussing DEAR, journal writing, and Boy' Town Social Skills. Time was provided for teachers to give their comments and the Advisory Design Committee to provide suggestions. Advisory schedule difficulties were addressed and the Design Committee said there would be a re-evaluation of the schedule for the next school year, but the schedule would remain the same for the remainder of the 1998-99 school year. The option of having all advisory and club activities remain within each team for the 1999-2000 school year was also discussed. Respondent 5 then discussed different aspects for the new semester of clubs. The new club changes were to be discussed in the advisory classes.

The mandate was made that students would not be allowed to switch clubs after the initial signing period as they had done in the first semester. A suggestion was given to include the last twenty minutes of the advisory block for make-up work. Respondent 43 presented Success Clubs, where students who were in danger of failing would work on making up work and receive tutoring. She also discussed that no teachers should merely be watching kids, but club time should be interactive between teachers and students. The registration procedures for the club program were then discussed by Respondent 16 and 1. Clubs were limited to 24 students, seventh and eighth grade students were split up, and an equal number of spots for each club were designated for each team.

During the presentation, Respondents 65 and 59 presented on disciplinary techniques to be used in advisory classes. They suggested that disciplinary procedures should take place just as they would in any class, that temporary alternative placement was an option and teachers could implement a dictionary club, where club activities were suspended and students copied out of the dictionary. Teachers were reminded they had a new start with new students in most cases for the second semester.

After the opening presentation by the staff members, the dean of instruction took the staff through a systems framework model to discuss two issues, the advisory segment of the curriculum and the club segment of the program. Five questions guided the discussion:

- What is the current experience?
- What would be ideal?
- What are the barriers to achieving the ideal?

- What must be in place in the system to allow us to go forward?
- What is the benefit for moving forward?

While the notes for the advisory segment discussion were not located, the club segment discussion brought out many similar concerns previously given to the Design Committee. The current experience included apathetic students, a lack of rapport between students and teachers, inconsistency in the schedule, many clubs without purpose, gender-based clubs, and students being dumped in certain clubs. Some ideals discussed would be single sex clubs, special club times, keeping clubs within teams, students running the clubs, more frequent rotations, adequate supplies, consequences for teachers and students, and better attendance. The barriers included many specialized clubs, skill levels of teachers, inability to combine clubs, general disrespect, and a lack of time for bonding. Recommendations for overcoming barriers included placing some specialized clubs after school, making students more accountable, choosing clubs within teams, and changing the time for clubs. The benefit to the changes would be knowing kids better within the academic teams, more activities for kids, better participation, and mainstreaming special populations.

Midway through the spring semester of 1998-99, the administration asked several staff members to present to the entire staff examples of successful advisory programs. Respondent 49, the main presenter of the session, provided an example of her advisory lessons that did not utilize the prepared curriculum. Respondent 49 utilized outside books as starters for discussion. While she stayed within the six-week advisory theme, she stated that she only used the prepared curriculum 25% of the time. Respondent 11 stated

the purpose of the presentation was because the administrators did not feel the program was functioning as they intended it to function. Respondent 19 and 39 felt the presentation was "what they knew already" but felt it was helpful to hear some success stories.

Many teachers decided to bring in their own resources to either take place of the curriculum or to supplement it. Respondent 16 brought in a book called *Teen Love*, which she used to get the students attention and then would move into the advisory lesson. Respondent 17 stated her team also brought in outside resources because the team was having difficulty getting students to participate in advisory activities. Respondent 49 included various books into her advisory group, including *A Child Called It* and *Chicken Soup for the Soul*. Respondent 64, the principal, was in support of bringing in outside resources in hope that teachers knew that they did not have to implement specific advisory lessons created by the committee as long as they stayed within the pillar or six-week theme.

At the end of the year, a new Advisory Design Committee was put together. The dean of instruction asked for a new member of each academic team to join the committee. Respondent 43 stated the group "triaged and determined what was good and what need to be changed; what things worked and what new components had entered into the picture." The group began to plan the second year of the program.

Maintenance Year 2. For the second year of the program a new curriculum was written and organized for the eighth grade. The previous year's curriculum was reserved for the seventh grade, as the new seventh grade class was new to the school and had not

experienced the curriculum. The time of the program was also changed. The 100-minute block every other day was changed to thirty minutes every day. This shortened the amount of time from roughly eight hours every two weeks to five hours every two weeks. Advisory time was still at the end of the day, being from 3:00 to 3:30. The dean of instruction stated that many discussions had occurred to decide where the advisory program would be placed into the schedule. The committee and staff wanted to make sure the program was a consistent time throughout the building. While there was much support by the staff to place it elsewhere in the school day, scheduling issues caused it to be placed at the end of the day. The program could not be placed in the middle of the school day as the school cafeteria had a limited area and it would disrupt the lunch schedule and cause overcrowding or inappropriate timing for lunch. The program was not put in the beginning of the day, as the committee believed many students would not come to school until after the advisory period as they did not see it as important.

During the second year, clubs were included in the curriculum but delegated to the teams and not a separate part of the schedule. Students no longer had a choice of roughly 50 clubs, but limited to the implementation decisions of the team, as teams had the option of including a club or game day in the five-week rotation. Respondent 4 stated her team allowed students to be in a card club, an arts and crafts club or a tutoring group. On advisory days, she sometimes allows students who need extra time in completing academic assignments to complete those while other students work on advisory activities. Respondent 17 stated her team implemented a game day where students could play Bingo, Win, Lose, Or Draw, or other games. Respondent 34 stated that her team did not

have clubs. 7 of 9 teams that existed in the 1999-2000 school year had designated club days.

Advisory classes were larger during the second year as many elective teachers floated and did not have a classroom to implement an advisory program. With fewer elective teachers tied to academic teams and an increase of enrollment in the school, advisory groups increased by a few students. For the second year, elective teachers that were connected to teams were organized by grades. Elective teachers that had mostly seventh grade students were put with seventh grade teams, as well as eighth grade elective teachers with eighth grade teams. This had not been done during 1998-99. A memo from the dean of instruction to team leaders given in August informed teams of the two elective teachers assigned to their team.

Maintenance of the program was considered throughout the two years of the study. While the program continues at Smithbarry Middle School, maintenance considerations were limited to the period between the beginning of the 1998-99 school year and the summer after the 1999-2000 school year.

Aspects of each phase of innovation overlapped as planning, implementation, and maintenance were all on-going processes throughout the period of this study. Likewise, stabilization of the program occurred in short segments. Then the process of change caused shifts in the program until it could be stabilized again. Stabilization will be discussed in the next section. The various stages of the implementation phase will be correlated and summarized in Chapter 5.

Stabilization and Institutionalization

Stabilization and institutionalization refer to the establishment of expected practices within an organization. The program had three basic periods of stabilization: during the 1998-99 school year; during the 1999-2000 school year; and, before the beginning of the 2000-2001 school year. Each period of stabilization will be described in this section.

Year One

Stabilization of year one existed with the program being implemented with three facets: advisory, DEAR, and clubs contained within the eighth-period block. Fifty-six teachers participated in the advisory section with seven to eight teachers per each academic team. Additional staff, including the librarian and other support staff, participated in the club portion of the program. Coaches and physical education teachers ran the intramural program that advisory groups participated in about once per six weeks. Planning for advisory varied from team to team, as some teams planned advisory classes every week, others planned for the six-weeks, while others planned less. Planning per team fluctuated throughout the year. Planning with elective teachers also varied as some teams included the elective teachers in their planning, while others did not. Teams that included the elective teachers tended to assist them by providing the elective teachers with copies and instructions on how they were implementing the advisory lessons for that week or six-weeks.

Stabilization of Advisory and DEAR. The lessons of the advisory program for the first year were conducted around the six pillars of Character Counts. The lessons used

provided instructions, materials to be used, and options for implementation. The principal stated that teachers did not have to use the curriculum as long as teachers facilitated the advisory lesson within the theme designated for the six weeks. Themes included Respect, Responsibility, Caring, Fairness, Trustworthiness, and Citizenship. The dean of instruction stated that at the beginning of the school year most of the staff was behind the program. As the program developed, many teachers became uncomfortable in their role as advisors. Drop Everything and Read (DEAR) was conducted on a daily basis for twenty minutes.

Many other activities took place during the advisory time period. Many teams used advisory time to conduct team assemblies. Students received their report cards during advisory and teachers were instructed to hold discussions over grades and needs for improvements and recognition of success. Some teams implemented a day for make up work at the end of the six weeks during the advisory period.

The comfort level of teachers the advisory program during year one varied greatly from teacher to teacher. The dean of instruction stated that many teachers were uncomfortable with doing the "touchy-feely" activities in the advisory curriculum. Respondent 1 felt comfortable with the program at this point saying it allowed for connection between home and school for many of his students. Respondent 57 stated disliking the format of year one because she did not know many of the students in her advisory or clubs.

Stabilization of Clubs. During both semesters of year one, students were allowed to choose clubs. Students were included in clubs throughout the year, either staying in one

club throughout the year or choosing a new club at the semester break. The dean of instruction felt that as the club portion of the advisory program was implemented, a lack of support from the staff developed. While she recognized that it worked "wonderfully" in many situations, many teachers did not plan for their clubs or had difficulty providing students with club situations they found interesting.

Year Two

Stabilization for year two existed with the implementation of the program over a daily thirty-minute program. Teams decided their weekly schedule. Depending on the team, advisory lessons were included two to three days a week, DEAR included one day a week, one or two days for tutoring or make-up work, and one or no days for clubs or games. Tutoring and make-up work had not been a school-wide part of year one, while some teachers had implemented that on their own or at the end of the six weeks.

Planning for the program varied from team to team as it did in year one. Many teams planned weekly at some point of the year, others planned per six weeks, and others planned together as a team very little. Respondent 65, the dean, stated that the more successful teams planned more frequently than other less successful teams. The lessons of year two differed only by including a new set of lessons for the eighth grade students, revolving around careers. Themes for the second year included Self-management, Relationships, Consequences, Decision-making, Life skills, and Career Exploration. Seventh grade teachers implemented the same curriculum as the year before. Lessons continued to allow for flexible use as teachers could pick and choose activities from the book.

During year two, more teachers decided to use resources outside of the curriculum. Many teachers purchased books to use as starting points in conversations for the curriculum. However, many teachers stated that much of the staff were not implementing advisory lessons as described by their plans, instead opting for more time for make-up work, tutoring, or clubs and games. The dean also recognized that using the advisory curriculum had fallen off in the second year. Intramural activities continued on the same type of schedule as year one, as advisory groups averaged participating in the activities about once a six-weeks.

The weekly schedule of activities altered in many teams throughout the school year. Respondent 52 discussed eliminating their club day because of behavior problems by students.

Respondent 16 stated liking the program during year two better as it allowed her to see her students on a daily basis and provided consistency. She also stated the shorter time period allowed for keeping students attention better.

Year Three

An interview with the dean of instruction in September of 2000 provided a description of the initial stabilized program for the 2000-2001 school year. During the last months of the 1999-2000 school year, the administration held discussions with the staff concerning the school schedule for the 2000-2001 school year. Considerations included keeping the eight-period block schedule or moving to a seven-period daily schedule. The staff voted on the seven-period daily schedule. The decision to change the schedule necessitated a change in the advisory schedule.

Initially, the dean of instruction was unable to find a time slot for the advisory program. The principal and the dean of instruction discussed the possibility of blending the concepts of advisory into the instructional program of core classes. Only a limited number of staff were included in the discussions and by the end of the 1999-2000 school year the decision had not been made to how the advisory program would be implemented. As the dean of instruction began to design the daily schedule for the 2000-2001 school year, a modification was made to the number of lunches that would be held during the school day, changing from four lunch sessions to three during fourth period. The modification resulted in a fourth period that was seventy-five minutes in length, twenty-five minutes longer than the six other instructional periods. The dean of instruction then decided to implement the advisory program during fourth period.

Every teacher having a fourth period class was required to implement the advisory program during their fourth period for twenty-five minutes. Most components of the program remained the same. Seventh- and eighth-grade teachers utilized the same advisory curriculum as they did in the previous year. Teachers remained able to choose a mix of activities during the week, including advisory lessons, DEAR, and games or clubs. The main difference for the second year was that many teachers did not have an advisory class. If a teacher did not have a fourth-period class, the teacher did not have an advisory period.

The categorization and analysis of the three periods of stabilization of the advisory program concludes the analysis of the stages of implementing an innovation and the analysis of categories derived from theoretical models used in this study. However,

additional categories arose while data was analyzed and are described in the following section.

Research Question 4: What were the techniques used for evaluation of the program?

Through naturalistic inquiry, additional categories arose that pointed to aspects of evaluation including evaluation remarks, possible future developments, and description of staff roles in the implementation of the program. The categories arose as data was coded for analysis. Data that was recognized as important was coded and set aside. The data set aside was then examined for similarities. The similarities were then given categorical names and data was analyzed with the category as the focus.

Evaluation

Though the evaluation of the success of the program is not a function of this study, the evaluative thoughts of teachers participating in the program gave insight into the program's development and implementation. The techniques used for evaluation also gave light to the decisions made by staff and administration and arose as a pertinent category for analysis.

The principal, Respondent 64, felt the program was successful in many instances. During summative conferences with many teachers, the teachers expressed successes such as feeling more comfortable with students and finding information about their lives where they could assist them. She did not feel the program still needed development. "It is still not where I want it to be, but I think we are on the right track. We are still learning what makes people tick. And advisory can be real scary to some."

The dean of instruction, Respondent 65, stated: “I would say out of all the teachers of the staff, about 50 percent did a very good job. Another 30 percent tried. About 20 percent didn’t want anything to do with it.” She stated the last 20 percent tended to avoid the implementation of the program and let students do homework or other non-advisory activities.

Respondents 1, 5, 6, 12, 16, 52, 57, and 63 thought that the program reached success with some of the students in their classroom in some segments of the school or at some time of the program. Respondent 1 felt the program was successful in his classroom. Respondent 5 stated the difficulty in reaching all students, but the program did provide a sense of belonging for many students. Respondent 6 estimated the program was successful in about 10 classrooms across the school, with students developing rapport with their teachers. Respondent 52 stated the program allowed many teachers and students to create a bond, allowing to students to see teachers as individuals. Respondent 59 believed the program met the goals is sought to achieve initially, but a lack of follow-up caused the success to fade. Respondent 59 also believed the program allowed many teachers and students to feel more comfortable with each other. Respondent 63 felt the program was initially difficult to implement, but felt the program was more successful in her classroom after rearranging the student make-up of her advisory group. Respondents 12 and 16 stated that the success of the program varied from student to student and teacher to teacher. Respondent 16 stated that many teachers failed to set up goals, causing the program to be unsuccessful.

Respondent 17, 20, 56 and 57 did not feel the program was successful. Respondent 17 felt students were not convinced of the need for the program and did not participate appropriately. Respondent 20 stated the program did not meet its goals, though they may have been met in some places throughout the school. Respondent 56 stated that the majority of the staff abandoned the use of the curriculum throughout the two years of the program. Respondent 57 felt the program did not allow enough time to achieve the goals that were sought. However, Respondent 57 stated the program did allow many teachers to work with students and create a bond between them.

Respondent 19, 20 and 43 felt the program was not successful in its implementation, while its development was focused on proper principles and contained the elements necessary for success. Respondent 43 stated there were many distractions that teachers and staff dealt with that kept the program from being successful.

Respondent 52 felt more successful with her students during the 1998-99 school year as she worked with eighth grade students than she did in 1999-2000 working with seventh grade students. She felt the lack of maturity in dealing with sensitive issues kept the program from being successful during the second year.

Future

At the point of the interview period of April and May of 2000, the format of the advisory program for the year 2000-01 had yet to be decided upon. Based upon staff request, the administration decided to move to a traditional seven period daily schedule. Due to the change in the schedule, administration was having difficulty in deciding where the advisory time period would fall into the schedule. At the point of the interviews, the

consideration of embedding the advisory program and its instruction into the regular school day program was being considered. The dean of instruction stated: "We are going to monitor that each team implement the parts of the curriculum somehow through the school day. They are going to have demonstrate they are putting it somehow throughout the day."

During the interviews many respondents discussed how they would like to see the program evolve. Respondent 4 hoped that the school would not lose the program as she felt it very necessary for the school. Respondents 4 and 12 hoped they increased the amount of time in intramural activities. Respondent 6 hoped the program would move to the morning. Respondent 19 wanted the advisory program to before lunch and only twenty minutes in length. Respondent 6 also wished there would be a new curriculum for the seventh grade students.

Several respondents hoped the school would have a schedule that was consistent school wide, not allowing teams to decide which days they would implement advisory, DEAR, or club activities. Respondent 12 wanted the school to hire an advisory coordinator to organize and plan specific lessons the teachers could implement in their classrooms. Respondent 19 also wished the school would hire a teacher to organize the program. Respondent 16, an elective teacher, hoped for better implementation of team planning as she felt left out in what was actually occurring in the team. Respondent 57 did not see the program being implemented, though felt it was a necessary part of the school program. She suggested it might be more successful if a grade was given for it. Respondent 43 saw the program as going in the direction of a study hall and hoped

instead that it would be like a homeroom situation so that administrative details could be facilitated.

Respondent 1 was moving to a high school for the 2000-01 school year and hoped to implement the same type of program at the new site. Respondent 20 hoped there would not be an advisory program the next school year. Both Respondent 20 and 52 stated having taught in several middle schools and had not yet participated in an advisory program they felt had been successful.

Respondent 34 discussed and was in support of the administration's idea of incorporating advisory activities into the regular schedule. "You incorporate a responsibility lesson on Monday into your science lesson, on Tuesday your responsibilities are incorporated into your Math lessons." She was hesitant however to think the infusion of the advisory lessons into the regular schedule would create a connection between adults and students as the program's main goal dictates.

The administration made the decision for how to implement the advisory program for the 2000-2001 school year during the summer of 2000. The actual implementation model for the third year of the program is discussed under the stabilization category.

Staff Roles

The members of the Smithbarry staff played many different roles in the development and implementation of the curriculum. Respondents 1, 4, 16, 17, 19, 20, 34, 40, 43, 47, 57 and 59 were a part of the Advisory Design Committee at some stage whose duties included organizing the advisory program and writing curriculum for teachers to implement. Above respondents also facilitated the advisory program in their classrooms.

Respondents 2, 5, 6, 11, 12, 21, 26, 36, 39, 45, 52, 55, 56, 58, 62, 63, and 67 facilitated the advisory program in their classroom and worked with their team with its implementation. Many of the respondents participated on the Advisory Design Committee during part of the second year of the implementation of the program, but they were not on the initial Advisory Design Committee.

Respondent 1 discussed being in charge of the editing for the curriculum, as well as assisting in writing both of the years of the curriculum. Respondent 4 assisted in collecting materials for writing the curriculum, organizing the advisory pilot during the 1997-98 school year, and participating in the initial presentation of the program to the teachers. Respondents 16 and 19 assisted in the initial staff presentation and organized the club signing procedures. Respondents 34 and 43 also assisted in the initial presentation of the program to the staff. Respondent 49 presented to the staff her method of implementing the advisory program at the end of the 1998-99 school year. Respondent 36, 40, 55, and two other teachers piloted the program during 1997-98.

The additional categories analyzed in this section included elements of evaluation, future expectations for the program, and consideration of the roles of the staff in developing and implementing the program. Analysis of the additional categories was considered in response to all research questions in Chapter 5.

Chapter 4 began by describing the events of this study including reviewing the design and documenting the actual research events. The two tables at the beginning of the chapter outlined the staff members interviewed and provided a list of the documents obtained for review. All data was provided within categories included in the four research

questions guiding this study. In Chapter 5, all data is summarized, followed by analysis and conclusions that answer the four research questions.

CHAPTER 5

SUMMARY, CONCLUSIONS, ANALYSIS, AND RECOMMENDATIONS

The purpose of this study was to identify and analyze the essential components of a middle school advisory program in relation to effective implementation of the program. The advisory program at Smithbarry Middle School was selected and researched over a period of two years. The development and implementation of the advisory program at Smithbarry Middle School was analyzed through four different theoretical models. To provide summary and conclusions, each model is revisited here to organize and finalize classifying of data collected. After summary, conclusions, and analysis of all data has been made under the umbrella of each model, recommendations for those developing programs in similar situations will be made. Additional categories and observations that arose outside the four theoretical models will also be summarized and analyzed.

Summary, Conclusions, and Analysis

The first theoretical model selected to aid in analysis was Lewin's Force Field Model. The model analyzed the change process in three stages: an unfreezing of equilibrium in a system or an introduction of change; a shift of practice within the organization to change the equilibrium; and, a stabilization of a new equilibrium or manner of operating. Lewin recognized driving and resisting factors working against each other in the process of implementing change

Summarization of the Driving Factors of the Advisory Program Policy

The introduction of change to the system began with the primary driving factor of the advisory program being the requirement to implement an advisory program by school district policy into every middle school. Smithbarry did not have an advisory program its initial year. Board Policy #057905, while providing a limited definition of an advisory program, required schools to implement a homebase teacher for every student. Only five of the respondents mentioned the requirement of the program as part of board policy. Two respondents referred to the policy requirement of having an intramural program. However, both the principal and the dean were aware of the policy and its flexibility in allowing a school to design the program for its own needs.

Theoretical Foundation

The theoretical foundation for advisory programs then became the second driving factor. The dean of instruction researched advisory programs, depending on four documents *Advisory Leadership*, *Advisory Implementation*, *Developing Effective Advisory Groups*, and *Setting Up an Awesome Advisory*. The first three documents were professional publications, and the fourth was a district created document. Research documents provided extensive possible goals for advisory programs. The dean of instruction acted as researcher for the school and provided a summary of advisory programs to the staff and to the Advisory Design Committee. While the dean of instruction had previous experience with middle schools and advisory programs, the principal did not and relied on the dean of instruction and other middle school principals for information on advisory programs. The principal assisted the dean in communicating

the theoretical foundation of the program to the staff. The dean of instruction stated the primary goal of the program was to provide an advocate for each child in hopes of dealing with social and emotional needs of students. Four respondents alluded to the same goal as the dean of instruction. Other respondents who discussed the theoretical purpose for advisory included a place for groups to be like families, tutoring time, a time for test-taking skills, and anger-management.

Administration

The administration was identified as the third-driving factor of the advisory program. The principal and the dean of instruction were the main driving force, leaving the assistant principals of the schools to assist other parts of the school operation. Previously stated, the principal, having worked in elementary schools, did not have previous experience with advisory programs, while the dean of instruction had previous experience with middle schools and advisory programs both as a teacher and a central district administrator. The principal made the initial decision not to implement an advisory program the first year of operation in order to allow for concentration on other elements of the middle school concept and to properly develop an advisory program after hearing of many unsuccessful advisory programs in her research. The administration believed that the program would not be successful without ownership of the program by the staff and put together an Advisory Design Committee, consisting of teachers representing all academic teams and elective teachers. The committee was then responsible for designing the schedule, the components of the program, and the curriculum to be used. The committee was also responsible for getting feedback from

teachers not on the committee. In the design phase the dean of instruction acted as an overseer of the progression of the program, providing feedback and guidance, but allowing the committee to make the majority of the decisions concerning the committee. The committee began the process by creating a mission statement. The mission statement could not be located in the data collection phase of this study.

Both administrators felt frustrated with a lack of "buy-in" from many teachers in the building. During the second year, in order to provide an administrative push to the program, academic teams were required to document the planning of advisory within their academic notebooks. The principal stated that very few teams planned advisory on a regular basis. Several respondents, 19 and 57, reported that the advisory program was not monitored or treated as the regular academic day by the administration. Respondent 59 recalled administration visiting teams in reference to how they planned advisory.

Program Focus

The focus of the program was identified as the fourth driving factor, including the goals of the actual program and the focus as seen by the teachers within the school. The goals of the program, as discussed by the background literature that served as the basis for the program for the dean of instruction and the Advisory Design Committee, provided a wide array of possibilities including: a feeling of belonging, seeing the teacher as an advisory, assisting in the development in relationships, positive work environments, as well as several others.

Like the many goals identified in the research literature, numerous goals were also identified by the staff. Nine respondents saw the goal of the program as providing a

mentor for student. Seven respondents felt the program should fulfill various needs of the students, such as providing positive attitudes, fulfilling emotional needs, providing a home court, or work through character flaws. Six respondents felt the program should teach concepts such as good citizenship, character building skills, responsibility, ethical perspective or other social skills.

Conclusions and Analysis Concerning the Driving Factors of the Advisory Program

While an extremely considerate amount of time -- one year -- was taken to develop the advisory program, the driving factors for the program lacked cohesion. The board policy requiring an advisory program merely stated that a program should be in existence to provide a homebase teacher for each student. District policy did not provide additional focus or theoretical foundation for the program. All research documents used as a basis for the program provided a wide scope of reasons for having an advisory program and the goals they could achieve. While examples of different programs were provided, no specific instructions were given. Both the driving factors of policy and theoretical foundation left the definition of an advisory vague and ambiguous.

The administration, however, focused on two goals for the advisory program. The dean of instruction believed the program was to provide a positive adult person for each student to establish a relationship with. The dean stated this intent not only to the design committee but to the staff as well, providing research that students with at least one positive relationship are more likely to be successful in school. The principal had a similar goal, wanting each child to have a homebase where they felt comfortable and like they belonged. As teachers and design committee members were interviewed, many

program goals were identified. Some of these coincided with the goals mentioned above, and many went beyond the scope of the administration but correlated with that of the theoretical foundation documents. Of important note was the absence of the mission statement for the advisory program developed by the Advisory Design Committee early in the planning during the collection phase of this study. The mission statement was not able to be found, nor were any members able to remember its wording.

The lack of consistent and definite definition of the discussed driving factors left the administration responsible for pushing their ideal advisory program into place. While the administration constantly addressed logistical problems that arose in the program, ideological resistance went unmet and many teachers did not implement the program according to the desired model that the administration sought. The administration became frustrated as they did not see how to train teachers in how to work with students in such an environment, feeling that many teachers naturally had the skill to be a successful advisor, as others did not. While advisory programs can serve multiple purposes and be designed in many fashions, the advisory program at Smithbarry Middle School lacked a continuous purpose throughout its design and implementation.

Summarization of the Resisting Factors to the Advisory Program

As data was analyzed to categorize resisting factors, two categories of resisting factors arose: logistical problems while implementing and developing the program, and ideological resistance to how the program should be developed and implemented. Resisting factors arose in all stages of the program including planning, implementation, and maintenance.

Logistical Problems

In the planning stage of the curriculum, logistical problems occurred as teachers without experience in writing curriculum began the process of creating the curriculum. Respondent 4 stated that it was harder for some than others in writing the curriculum. The writers were aided by a common format for all lessons and by the need to build in flexibility for implementation. Many of the lessons from one six-week period to the other contained very similar activities. Curriculum designers were aided by the fact that teachers were allowed to use the curriculum as they saw fit and could pick 15 lessons of the 20 written for each six weeks.

The majority of logistical problems arose in implementation. Eleven respondents stated having difficulty with discipline beyond the norm of the regular school day. Many teachers felt this was due to the lack of grade given to students in the advisory program though the dean of instruction and several respondents noted this was not in the scope of the program. Three respondents noted personality differences as a major difficulty in dealing with students in the personal nature of the advisory program. Five respondents stated the curriculum was not interesting for their students. Both teachers and administration consistently struggled with the placement of the advisory program. During the two years of the program, advisory was placed at the end of the day. Many students and teachers treated the program as being outside of the school day, not giving it the same attention as the regular school day. Many teachers stated that due to this, many teachers did not implement the intended lessons or themes of the six weeks, opting for homework time or games for the majority of advisory time. For the third year, the

advisory program was scheduled to be placed in the middle of the school day. Seven teachers felt the program required extra planning which was unduly put upon them. While the program was designed for flexibility, several respondents felt the flexibility lead to another planning. Large advisory class sizes and limited supplies were also brought up by five respondents.

The club portion of the advisory program, implemented only during the 1998-99 school year, resulted in many logistical problems. Students had difficulty choosing clubs they liked. Teachers had difficulty planning and implementing the club. Time issues arose over too much or too little time depending on clubs. The attendance office had difficulty keeping track of students, as student records were not kept as accurate as the class was not an official district class. Parents coming to the school often had difficulty locating their students during the club period. Club supplies arrived at the campus late in the school year and many teachers had to supplement the supplies with their own money. The school wide club portion of the program was not continued in the second year of the program.

Ideological Resistance

Not only did logistical problems arise against the driving factors of the advisory program, but ideological resistance was also a factor. The administration, as driving factors of the program, recognized early that the success of the program relied on buy-in from the staff. But they also recognized that much of the staff was not comfortable with the role of advisor or did not believe in the program. The principal stated, “If your heart isn’t in it, you don’t believe in the program, then it is not going to work. You really have

to work at it." The dean of instruction noted, "It was very difficult for teachers to get close and open up."

Eleven teachers discussed ideological differences with the program. Two respondents, like the administration, stated that many teachers were not comfortable in the "touchy-feely" role of advisor. Four respondents stated that many teachers did not understand the program or were not comfortable implementing the program. Additionally five respondents stated that many teachers were not implementing the program due to the lack of comfort in the role of advisor. Three respondents stated struggling with the role of advisor themselves.

Conclusions and Analysis of Resisting Factors to the Advisory Program

As with any innovation, a variety of logistical problems arose throughout the two years of the program. The administration worked closely with the Advisory Design Committee, who continually worked with the staff to seek out problems in the design of the program. The continual change of the program throughout the two years demonstrated the attention to logistical problems. Major changes such as eliminating the 100 minute block, keeping all students within their academic teams, eliminating the club portion as it was developed the first year, and allowing teachers to use instructional materials outside the curriculum, were all in response to teacher needs and were steps to a more appropriate program for the school. Techniques in receiving feedback including informal questions brought to the committee by respective academic teams and working through a systems framework model allowed for many problems to be solved which may have otherwise been ignored if proper communication lines had not been established.

From the onset of interviewing, the presence of ideological differences were admitted by both the staff and the administration. Many teachers in the school were uncomfortable with the role of the advisor or did not see value in the program. This led to the program not being implemented in many classrooms across the school. Unlike logistical problems that continually received maintenance from the driving factors of administration and the Advisory Design committee, ideological resistance did not have an equalizing driving factor to offset the resistance. Insufficient training from the onset of the program was never resolved. The administration, while solving problems in format and design, did not work with teachers or adequately push them to facilitate the advisory program as it was intended. The administration did require teams to document planning of advisory curriculum, but as admitted by the principal, a lack of follow up allowed many teachers to fall off the intended design of the curriculum.

Summarization of the Coalitions Affecting the Advisory Program

Loomis's Social System Model looked at the various coalitions within an organization as power centers that bring about or resist change in an organization. To identify coalitions, Loomis suggests analyzing the elements and master processes within a system. Elements are situations that exist in the system and can be changed. Master processes are tools that are used to make a shift in an existing element.

The elements that arose as major factors in process of the creation and development of the advisory program at Smithbarry Middle School were analyzed under the categories of Driving and Resisting factors, as part of the Lewin's Force-Field Analysis model. The different elements in the category of driving factors included

theoretical foundation, policy, administration, and the focus for the program. The different elements in the category of resisting factors included logistical problems and ideological resistance. In the social systems model, coalitions arise to represent their interest in pushing forth their agenda. At Smithbarry Middle School, two coalitions arose: a) the administration and school leaders pushing forth the agenda found in the driving factors and b) teachers who resisted the program ideologically. Many members of the staff lay outside either coalition, implementing the advisory program, but not necessarily in complete support or with complete accuracy.

The administration created a positive coalition for the implementation of the advisory program in the development of the Advisory Design Committee. Throughout the two years, over twenty members of staff participated on the Advisory Design Committee. The administration designed the committee to create support throughout the school as each academic team was represented in the committee, as well as members of the elective group. The committee was given the power to create a program with guidance of the administration.

While not an organized group, many teachers did not agree with the program or see its value and chose not to implement the program with the intended design of the committee. The teachers did not provide a formal protest to the program, but voiced concerns during maintenance sessions throughout the two years of the program. The committee addressed all concerns in those sessions via memos or through discussions. The many teachers not implementing the curriculum as intended was noted by many teachers, giving the impression they did not see the program as a school wide success. As

both years developed, the number of teachers and teams correctly implementing the program decreased. Since the coalition of teachers not implementing the advisory program was not an organized group, the administration and the design committee, as a positive coalition, addressed concerns on an individual basis. Many of the logistical problems brought about by staff were addressed both in memos to the staff or during the systems framework discussion. Issues of ideological resistance were attempted to be met through the presentation by staff members on how to successfully implement an advisory by bringing in additional resources. Several respondents utilized these ideas in the program. However, many respondents stated not implementing the program after that session and continued to disagree with the need for the program.

Conclusions and Analysis of the Coalitions Affecting the Advisory Program

As the program was planned, implemented, and maintained, master processes for pushing forth both agendas occurred. School leaders consistently monitored and asked for feedback on the logistical nature of the program. The administration worked closely with the Advisory Design Committee and resolved most issues that arose concerning logistical problems. However, members of the staff who were in ideological difference to the program were allowed to simply not implement the program as it was intended due to a lack of sufficient monitoring and a flexible schedule, which allowed teachers to not officially state what days they were doing advisory lessons.

Summarization, Conclusions, and Analysis Using the Innovation Models

Two models of school improvement provided a framework for the analysis of implementing an innovation within a school setting. A combination of the RPTIM model

by Wood, Thompson, and Russell and the Three-I organizer of Fullan and Steigalbauer resulted in an umbrella of analysis which includes the following categories: Focus, Planning, Implementation, Maintenance, and Stabilization. The step of focus or creating goals was discussed with the driving factors of Lewin's Force-Field analysis model.

Summarization of the Planning Step

During the study, planning was found to occur in three basic stages, planning the curriculum prior to the 1998-99 school year by the administration and the advisory design committee, planning with the staff by the Advisory Design Committee, and the continual planning throughout the two years of the program. The initial phase of planning spanned over a period of a year and contained many of the school leaders. The Advisory Design Committee, organized by the dean of instruction, contained members of each academic team and members of the elective group in order to provide connection to the entire staff. The committee was broken into two planning groups: one designing the schedule and the other designing the format of the curriculum. Members then took several months creating the actual curriculum. The curriculum was designed into six-week themes and all lessons had a common format. 20 to 24 teachers worked on the actual writing of the curriculum. Few problems arose in the initial planning phases, though many teachers were inexperienced with writing curriculum. Teams of two to three teachers wrote six weeks of lessons concentrating on a pillar of character from Character Counts. All lessons had a common format. Teachers working on the curriculum were paid the standard district hourly rate from money allocated by the district to the school for their advisory program.

One academic team piloted advisory activities at the end of 1997-98 for the Advisory Design Committee.

To plan with the staff, the design committee and the administration performed a brainstorming session with the staff after initial designs had been established. The committee was prepared to answer pros and cons that arose. In the initial staff presentation, the format of the program was demonstrated, the Boys' Town skills that underlay part of the program were introduced, and concerns for the program were addressed. The presentation to the staff took a half of a staff development day in the spring of 1998. At the beginning of the 1998-99 school year, the advisory program schedule and curriculum binder were introduced to the staff during a forty-five minute rotational period. The dean of instruction demonstrated the make up of the program to small groups of 15-25 teachers as they rotated through staff development sessions.

During the two years of the program, teams of teachers were expected to plan their advisory program on a regular basis. The level of planning the advisory program varied from team to team and varied in frequency throughout the two years of the program. 10 teachers responded planning did occur, while 6 teachers did not. Three teachers that did not recall planning with elective teachers, though two others did. Many teams described planning as getting together to decide which activities to do during advisory periods, especially in the 1999-2000 school year as teams could implement different activities such as advisory lessons, DEAR, tutoring, or games on different days. Many teams made copies of materials for one another. Like many teachers, Respondent 20 stated team planning was more, "what are we going to do than how we are going to do

it." Planning for the advisory program was stronger during the beginning of the school year, both in 1998-99 and in 1999-2000 than it was at the end of the year. One academic team stated at the time of their interview that they had not planned advisory for six weeks. Another academic team did not have a common planning period and did not plan advisory during the second year. During the second year, the administration required teams to document planning of advisory in planning notebooks. However, the administration found that few teams planned on a regular basis, but provided reasons for lack of planning. The records of one academic team were analyzed to find six references to planning through the 1999-2000 school year.

Conclusions and Analysis of the Planning Step

The initial step of planning the advisory was a slow, persistent, and successful one. The dean of instruction stated that almost the entire staff was on board with the program initially. Over nine months of planning, brainstorming, and designing were put into the program before the beginning of the 1998-99 school year, with all of the staff either part of the design committee or able to provide feedback to the program through team representation. However, the second two steps of planning lacked the depth of the initial step. After planning with the staff over nine months in the design of the program, only forty-five minutes were allotted to provide instruction of the implementation of the program and the design of the curriculum at the beginning of the 1998-99 school year. The training was noted as simple instructions and a quick overview by nine respondents. The continual planning over the two years of the program varied greatly from team to team and led to a difference of implementation from team to team. Many teams did plan

often, while others did not. Several teams included elective teachers in planning, while others did not.

Summarization of the Implementation Step

Implementation of the advisory program at Smithbarry Middle School began with the onset of the 1998-99 school year. The program's initial organization consisted of a 100 minute period every other day with a half hour advisory session, twenty-five minutes of DEAR (Drop Everything And Read), and 45 minutes of student clubs. All teachers in the staff acted as advisor, except for coaches and physical education teachers who organized and ran an intramural program. Two or three elective teachers were assigned to each academic team, creating advisory classes of around 20 students. Academic teams separated their students into advisory groups. Students selected teacher created clubs the second week of school through a sign-in process of the cafeteria.

Several problems arose in the implementation of clubs. The selection process went smoothly as students chose from over 50 student clubs in a sign up day in the cafeteria. Some clubs, however, had a much larger enrollment than others. Many teachers had difficulty creating and implementing a club as they lacked experience. The administration and attendance office had difficulty keeping track of students during this time. Students preferred some clubs to others. Teachers had problems acquiring supplies and many ran out of material before the end of the duration of the club.

An intramural program was implemented in which student advisory groups attended roughly once a six weeks. Coaches and physical education teachers organized

and implemented the intramural program. Several respondents stated their students enjoyed and looked forward to intramural activities.

The implementation of the Smithbarry advisory curriculum varied across the school. All teachers with an advisory group were given the same curriculum for the 1998-99 school year. The curriculum notebook was separated into six six-week themes and all lessons contained a common format. Teachers were informed they could pick and choose advisory lessons form each six weeks. 20 lessons were provided, though teachers would only need 15. In the first year of the program, the curriculum was widely used by much of the staff. However, as the program continued, much of the staff relied less on the curriculum than in the beginning. Three respondents stated they rarely used the curriculum. Teachers continued to be encouraged by the administration to use the curriculum as a guide, but allowed to pick and choose lessons they felt would be most suitable for those students. Teachers were also encouraged to use other resources they felt would bring about positive advisory experiences. Many teachers supplemented the curriculum with their own resources in both year one and year two. Other teachers did not do portions of the program. Respondents 45 and 36 did not do the DEAR portion of the program and Respondent 36 did not do the advisory portion of the program. In interviews, five respondents stated they did not believe all staff members were implementing the advisory program, with an additional respondent stating many teachers let students watch television during advisory time.

For the 1999-2000 school year, a new implementation design was instituted with a thirty-minute daily advisory program. Academic teams decided upon a schedule

containing at least two days of advisory, one to two days of DEAR, a day or two of tutoring or make-up work, and a day of clubs and advisory. All advisory activities took place within the academic teams. All teams had two day of advisory sessions, with two teams opting for three days. Four teams had tutoring days. Four teams had two days of DEAR. All teams excluding one had a day set aside for clubs or games.

Additionally, many teams implemented a success club for students in danger of failing. Success clubs at different times depending on the team. The advisory period was also used by many teams as a time for academic team meetings. One respondent stated the advisory time allowed him to get to know a student personally which led to assisting the student in legal problems outside of school.

Conclusions and Analysis for the Implementation Step

Implementation of the advisory program varied greatly from academic team to academic team and from teacher to teacher. Most respondents felt that the program was successful in many instances but also not implemented in many classrooms. Many respondents also felt effective implementation also decreased as both school years progressed. At the beginning of 1998-99, most academic teams planned advisory regularly and implemented the prepared advisory curriculum. However, as the year progressed, teams planned less and many strayed away from implementing the prepared advisory lessons. The implementation of the curriculum and more intensive planning increased with the onset of the 1999-2000 school year, but wained again by the end of the year. Several respondents stated that they no longer implemented advisory lessons at all.

During the second year, much more of the advisory time was also used for tutoring or make-up work than in the first year. While the use of advisory time for tutoring is not irregular in advisory programs, it was not a part of the initial goals of the program. Many teachers by the end of 1999-2000 implemented tutoring time or game time four to five times a week, leaving little time for actual advisory lessons. The administration did not monitor sufficiently to insure teams were implementing advisory lessons completely. During the 1999-2000, monitoring of advisory classes was a difficult task for administration due to the flexible nature of the advisory schedule. As administration observed, a teacher could say this was their designated day for clubs or tutoring. Not having a specific school schedule disallowed administration from knowing what to specifically find on a day-to-day basis. The flexibility given to teachers was successful in many situations such as Respondent 49, who was able to bring in many outside resources to facilitate in-depth advisory discussions.

Summarization of the Maintenance Step

Throughout the two-year period of the study the program was under constant maintenance. The maintenance of the program was examined in two stages, maintenance during year one and during year two.

The Advisory Design Committee began maintenance on the program by asking for concerns from the staff and addressing the concerns in committee meetings. Concerns such as extra planning, lack of materials, discipline problems, and advisory being a waste of instructional time were addressed in a memo to tell teachers how to deal with those issues. In the first semester of the program, the committee decided to create some nine-

week clubs during the second semester to alleviate the problem of not having enough material for a full semester. Additionally, some club topics were changed and some teachers partnered with other teachers to implement clubs. Guidelines for addressing other problems were provided without actual changes being made to the make up of the program in a school wide memo. Many teachers implementing a club communicated with the principal through memos or through conversation to get extra money for supplies or for solutions to problems such as having a place appropriately conduct their club.

In January of 1999, the Advisory Design Committee, held a session to address concerns that still existed at the midpoint of the first year of the program. The committee discussed changes they were considering for the second year of the program including changing the schedule to a daily thirty-minute period and keeping clubs within the academic teams. In order to more successfully keep track of students, students were not allowed to switch clubs after the initial sign-up period for the second semester. The use of some advisory time for make-up work and for implementation of "success clubs" was introduced at this meeting. Two members of the committee discussed using disciplinary techniques in advisory. The discussion over disciplinary issues focused on using the same techniques as used in the regular school day, have better communication with academic teams about students, and also implementing a dictionary club where advisory or club activities were suspended, and having students copy from the dictionary.

The dean of instruction then took participants through a systems framework model to discuss the current experience of the system, the ideal experience of the system, the barriers to the ideal, needed components, and benefits of the needed components. The

systems framework was done for the advisory segment of the program and the club segment of the program. The systems framework discussion led to many changes to the program for the 1999-2000 school year to be discussed with the maintenance occurring in year two.

The administration also asked several staff members who they felt had successful advisory programs to present to the staff during the spring of 1999. Respondent 49 presented the use of many outside reading materials as starters for discussions. Her reasoning for using such materials was that "students like what we like." Respondent 49 stayed within the theme of the six weeks, but did not necessarily use the advisory curriculum provided by the school. Respondent 49 stated she used the school curriculum about 25 percent of the time. Many other teachers began using their own materials at this point to implement their advisory class.

At the end of the year, a new Advisory Design Committee was formed, choosing a different member from each academic team and new elective teachers. The inclusion of new teachers was in order to create a wider acceptance to the program.

For the second year of the program, the 100-minute advisory block was eliminated and advisory was conducted into thirty-minute daily session at the end of the day. The school wide club was also eliminated, allowing teams to implement a club or game day within their academic team. Teams implementing a club or game day typically allowed students to play board or card games during this time. During the second year the size of the staff increased causing many teachers to float, going from class to class

without a classroom of their own. Floating teachers were not required to have an advisory class. Advisory classes increased in size roughly 2 to 3 students.

A new curriculum was created for the eighth grade as students in the eighth grade had previously experienced the prior curriculum. The curriculum centered around six new pillars or themes. Students in the seventh grade used the curriculum created for the 1998-99 school year. During the second year, more teachers moved to using their own materials or outside materials instead of the school prepared curriculum. With the flexible nature of the advisory schedule where teams could place advisory, DEAR, tutoring, and game day as they decided throughout the week, teams also differed in the structure of the advisory program throughout the year. Many teams decided to put in more tutoring time as the year went on, replacing advisory time or game time.

Conclusions and Analysis for the Maintenance Step of the Program

The maintenance of the advisory program at Smithbarry concentrated on the logistical problems of the program. Changes revolved around the schedule and the actual components of the program. The schedule was changed once during the middle of the 1998-99 school year to provide students more time in passing between lunches. Then the entire program was changed before the beginning of the 1999-2000 school year. The change in the schedule was in order to provide easier implementation of the program as they eliminated the school-wide club time that had caused so many problems.

A limited amount of maintenance was given to the implementation of the actual advisory program and its lessons. While a second curriculum was created for the eighth grade during the second year and teachers provided examples of successful advisory

programs, teachers were not provided with additional training needed. Implementation concerns were addressed and suggestions for proper implementation were given, but not training on technique was provided. Monitoring of teachers was increased slightly by the requirement to have documentation of advisory planning, but a lack of follow up by administration and teachers giving excuses for not planning kept implementation below expectations of the administration. Good communication lines were continually kept open about the overall design of the program, creating changes that teachers desired. However, no maintenance was given to improve lines of communication concerning the daily implementation of advisory lessons.

Summarization of Stabilization by Year

As the principal of Smithbarry noted, the program was continually changing. However, different standards of practice existed through the two years of the program involved in the study. The program changed greatly from the 1998-99 school year to the 1999-2000 school year.

For the 1998-99 school year, the advisory program constituted a 100-minute block with a 25-minute advisory session, a twenty-minute DEAR time, and a fifty-minute club session, which was held every other day during the eighth period block. Each academic team was given two or three elective teachers and teams distributed their students among the seven to eight teachers. An intramural program was also instituted where advisory classes attended intramural activities once per six weeks during an advisory session. The curriculum was the same school wide and based upon the Character Counts program and the six pillars of character. The actual implementation and planning of advisory lessons

varied from team to team as discussed in the sections above. Clubs were done school wide with students selecting a club to attend for each semester. Students selected a new club at the onset of the second semester, though many students remained in year-long clubs.

For the 1999-2000 school year, the advisory program constituted a thirty-minute period daily. Teams were allowed to implement advisory lessons, DEAR time, tutoring, and game or club time throughout the week. The actual implementation and planning of advisory differed from team to team again. The majority of planning during the second year revolved around deciding when advisory lessons, DEAR time, tutoring and game time would be implemented. A second curriculum was created and implemented for eighth grade students, with six new six-week themes. Seventh grade students were given the curriculum developed for the prior year. During the second year, more outside resources were utilized by teachers to implement advisory lessons. More time was also given to make up work and tutoring during the 1999-2000 than in the previous year. The club day no longer involved a student-selected hobby, but games teachers allowed students to play.

For the 2000-2001 school year, Smithbarry changed from an AB block schedule to traditional seven period day and placed the advisory program in a thirty minute slot during fourth period. All teachers with a fourth period class were required to implement advisory during that period. Many teachers, including members of academic teams, no longer had advisory classes. The same flexible design of the 1999-2000 school year was given to teachers for the 2000-2001 school year. The decision to put the advisory

program was made by the dean of instruction, who stated it was widely accepted by the staff.

Summarization and Analysis of Additional Categories

Through the process of naturalistic inquiry, additional information outside the theoretical models was discovered. Respondents were questioned about the success of the program throughout the two-year period. Both administrators interviewed felt the program was successful in part, with the dean of instruction stating that "50 percent did a very good job, 30 percent tried, and 20 percent didn't want anything to do with it. Eight respondents stated the program was successful with some of the students in the school. Seven respondents stated they believed the program was not successful in the school, though three of those respondents stated the program had qualities of a good program that did not come through in implementation.

Many of the staff gave insight to how they would like to see the program develop in the future. One respondent stated she hoped the program would not be lost in the new schedule as the administration was considering embedding advisory lessons within the school day curriculum. Several respondents wanted the school to have consistent system, with advisory lessons, DEAR time, tutoring, and games on the same day to allow for better monitoring and prevent logistical problems that occur.

Of the respondents questioned for this study, twelve were part of the Advisory Design Committee at some point of the two-year period and facilitated an advisory. 16 additional respondents were interviewed either individually or in a team setting who facilitated advisory lessons within their class.

Recommendations

Smithbarry Middle School

Based upon the findings of the study, it is recommended that:

1. The administration must be a stronger driving factor. The administration needs to monitor advisory classes more thoroughly and document teachers not implementing the program as intended.

2. Education for teachers concerning advisory techniques should be increased. Many teachers uncomfortable with the role of advisor need increased training. The administration must enforce the implementation of advisory, but also provide support in the form of training to help teachers be comfortable with the role.

3. Education for teachers concerning advisory discipline should be increased. As teachers must act in a different manner than in typical classrooms, being advisors and mentors, it is insufficient to go about discipline in the same fashion as the normal school day.

4. A clear focus for the program should be established. All staff should constantly be reminded the purpose of the program and should understand the purpose fully. All decisions made should be done in consideration of the goals of the program.

5. A consistent school-wide schedule should be instituted. Monitoring advisory classes became too difficult as teachers were allowed to do various activities throughout the week. A common schedule will leave fewer organizational problems across the school and allow administrators to observe the actual implementation of advisory teachers.

6. Administration and staff should maintain strong communication within the school in reference to logistical problems. The Advisory Design Committee allowed teachers to voice concerns and logistical problems were continually addressed and solved throughout the two years of the program.

7. Communication in reference to ideological resistance should be increased. When a teacher complains of not agreeing with a component, training, discussions, or mandates should be made to make sure the resistance does not stay in the way of implementation.

School Sites Implementing an Advisory Program

As schools research the advantages and disadvantages of advisory programs, it would be advantageous to consider these findings:

1. A school site should provide a limited focus for the program. An advisory program with too many goals can cause facilitators to move in too many directions and not focus on specific goals that are the main push for the program. Choose one or two goals that are the school's largest need, and design the program to meet those goals.

2. A consistent focus for the program should be maintained. Each action within the program should be made with the goals of the program in mind. As the program develops and receives maintenance, the goals of the program should provide focus. All ideas and concerns should be addressed with the main goals of the program in mind.

3. An advisory program should start with a small focus and then branch out as successes in the program are experienced. A program trying to accomplish too many

goals may overwhelm teachers unfamiliar with the role of advisor. While advisory can be a place to meet many goals, teachers should be allowed to grow with the program as it develops. By trying to acccomplish too many goals, teachers may lose faith in the program and not choose to implement it further.

4. Administration should insure a high level of staff participation exists. The difficulty of implementing an advisory program requires staff buy-in and participation. The inclusion of as much of the staff as possible in the creation and implementation of the program increases the level of buy-in from the staff.

5. Teachers should be provided extensive time for planning. By taking extensive planning time, a school will more likely arrive at a program that will fit their needs and have staff support.

6. A high level of monitoring by administration and staff leaders should exist. Lack of monitoring and consistent guidance limits the chances for actual correct implementation of the program.

7. In-depth training should be provided for techniques in implementing advisory programs. The nature of advisory programs is outside the scope of typical teacher training. Without in-depth training, teachers are unfamiliar with techniques of implementing a strong advisory class. Teachers can get frustrated and choose to implement other activities than advisory lessons.

8. Strong lines of communication should be established and maintained. By creating a staff committee that is connected to factions throughout the school, problems that

arise can be addressed quickly and not allowed to continue, damaging the chances of success of the program.

Recommendations for Further Research

Further research may be completed utilizing and investigating the recommendations for implementation of an advisory program suggested above. It is recommended that a researcher conduct survey and qualitative research to determine the success rate of a program implemented with these suggestions against a control group not specifically using the recommendations.

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APPENDIX A

APPENDIX A

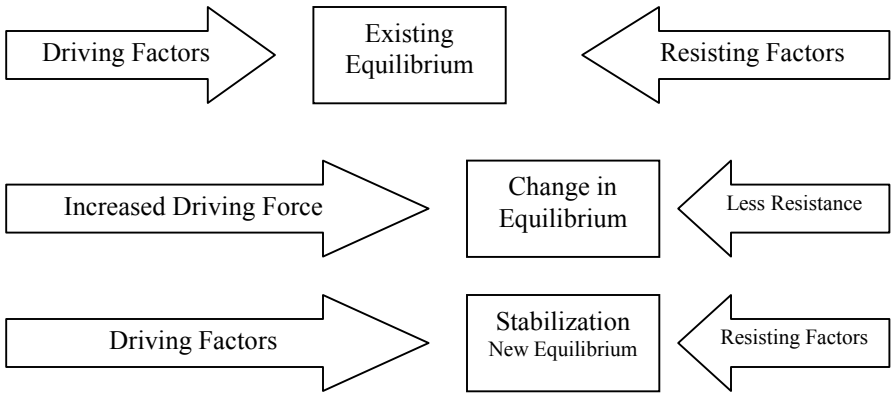

Figure A1. The Lewin Force-Field Analysis Model. The graphic below demonstrates the force field analysis model as driving factors unfreeze existing equilibrium, change it and refreeze to be a new status.

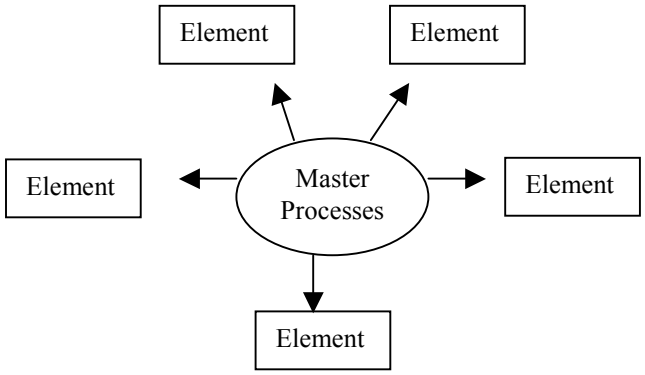

Figure A2. The Loomis Social System Model. Loomis' model depicts two major components, elements and master processes. In his model, elements are constantly changing depending on the actions within the master processes of an organization.

APPENDIX B

APPENDIX B

Questions for administrators and Advisory Design Team Members
Two administrators, all available design team members

1) What was your idea of an advisory program before the development of the advisory program at your school?

1a) What was your prior idea of an advisory program?

2) Why did you choose to design and implement an advisory program?

2a) Why did you choose this type of program?

3) What did you hope to achieve by implementing an advisory program?

3a) What were your goals of the program?

4) What ways did you begin to design the program?

4a) How did you start?

5) How did you get the staff to "buy in" to the program?

5a) How did you get staff support?

6) What were the major components of the program?

6a) Describe the main parts of the program.

7) How was the program implemented?

7a) Describe the steps in implementation.

8) What problems occurred designing the program?

8a) What other difficulties arose with design?

9) What problems occurred implementing the program?

9a) What other difficulties arose with implementation?

10) What problems occurred staffing the program?

10a) What other difficulties arose in staffing?

11) What changes were made to correct design problems?

11a) Describe any additional changes in design.

12) What changes were made to correct implementation problems?

12a) Describe any additional changes in implementation.

13) What changes were made to correct staffing problems?

13a) Describe any additional changes in staffing.

14) How might the program evolve in the future?

Additional Comments:

APPENDIX C

APPENDIX C

10 teachers

Questions for staff implementing the advisory program

1) What was your role in the design of the program?

1a) How did you contribute to the design of the program?

2) What was your role in the implementation of the program?

2a) How did you contribute to the implementation of the program?

3) In your opinion, what goals does the program seek to achieve? Is the program successful achieving those goals?

3a) Did the program achieve what it set out to?

4) How did you feel about the design of the program?

4a) Were you happy with the design of the program?

5) What are the flaws in the program?

5a) Describe any major problems in the program?

6) What are the successes of the program?

6a) Describe the successes of the program.

Additional Comments:

APPENDIX D

APPENDIX D

1) At what point did you, as a team, get involved with the program?

1a) How were you involved?

2) What instruction was given to teams to assist in the implementation of the program?

2a) What training was given to the team in preparation of the advisory program?

3) What steps did your team take to implement the program?

3a) How did the team implement the program?

4) Were there any problems arose as the program was implemented?

4a) Could you describe any difficulties did the team have in implementation?

5) If so, how did the team adapt to the problems in the program?

5a) Were any changes made by the team to address problems that arose in the program?

APPENDIX E

APPENDIX E

Table E1

Table of Random Numbers

	1	2	3	4	5	6	7	8	9	10
1	32388	52390	16815	69298	82732	38480	73817	32523	41961	44437
2	5300	22164	24369	54224	35983	19687	11052	91491	60383	19746
3	66523	44133	697	35552	35970	19124	63319	29686	3387	59846
4	44167	64486	64758	75366	76554	31601	12614	33072	60332	92325
5	47914	2584	37680	20801	72152	39339	34806	8930	85001	87820
6	63445	17361	62825	39908	5607	91284	68833	25570	38818	46920
7	89917	15665	52872	73823	73144	88662	88970	74492	51805	99378
8	92648	45454	9552	88815	16553	51125	79375	97596	16296	66092
9	20979	4508	64535	31355	86064	29472	47689	5874	52468	16834
10	81959	65642	74240	56302	33	67107	77510	70625	28725	34191

previously selected
randomly selected
number not available
Back-up interviewees for unavailable

APPENDIX F

APPENDIX F

Team Leader Questionnaire

Please take a few minutes to answer these questions

1. Does your team plan the advisory period together? If so does everyone on your team do the same thing each day or most days?

2. Please write the typical team schedule for your advisory:

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

3. Are there any special activities your team does periodically during the advisory program?

4. Has your team discussed how you will implement advisory next year? If so, what might it look like?

APPENDIX G

APPENDIX G

Initial Schedule for the 1998-99 school year

A-Day			B-Day		
Period 1	8:30-10:00		Period 5	8:30-10:00	
Period 2	10:05-11:30		Period 6	10:05-11:30	
Period 3	11:30-12:00	A	Period 7	11:30-12:00	A
	12:00-12:30	B		12:00-12:30	B
	12:30-1:00	C		12:30-1:00	C
	1:00-1:30	D		1:00-1:30	D
Period 4	1:35-3:30		Period 8	1:35-2:30 Advisory/DEAR	
				2:35-3:30 Clubs	

Revised schedule: October 19. 1998

A-Day			B-Day		
Period 1	8:30-10:00		Period 5	8:30-10:00	
Period 2	10:05-11:30		Period 6	10:05-11:30	
Period 3	11:30-12:00	A	Period 7	11:30-12:00	A
	12:05-12:35	B		12:05-12:35	B
	12:40-1:10	C		12:40-1:10	C
	1:15-1:45	D		1:15-1:45	D
Period 4	1:50-3:30		Period 8	1:50-2:40 Advisory/DEAR	
				2:45-3:30 Clubs	

Schedule for the 1999-2000 school year

Period 1	8:30-9:50		Period 5	8:30-9:50	
Period 2	9:55-11:15		Period 6	9:55-11:15	
Period 3	11:20-11:50	A	Period 7	11:20-11:50	A
	11:55-12:25	B		11:55-12:25	B
	12:30-1:00	C		12:30-1:00	C
	1:05-1:35	D		1:05-1:35	D
Period 4	1:40-2:55		Period 8	1:40-2:55	
Advisory	3:00-3:30		Advisory	3:00-3:30	

Schedule for the 2000-2001 school year

Period 1	8:30-920	Period 5	1:00-1:45
Period 2	9:25-10:10	Period 6	1:50-2:35
Period 3	10:15-11:00	Period 7	2:40-3:30
Period 4	11:00-12:55		

(Period 4 included the instructional period, lunch, and advisory)

APPENDIX H

APPENDIX H

Table H1

Advisory Club List: Semester One, 1998-99

Club	Initial Description	Beginning Enrollment
Aerobics (girls only)	We will experience floor, step and dance style aerobics. We will also be incorporating hand weights as the semester ends and your strength builds. Each person will eventually be allowed to lead the group and help choose the music.	21
Aerobics	Students will participate in a high power step and dance style aerobics class.	combined with other aerobics
Art Club	Join art club to create sculptures, paintings, ceramic pots, drawings along with backdrops for school plays and murals for our campus.	41 (two teachers)
Arts and Crafts	Do you enjoy working with your hands? Arts and crafts club has hands-on, fun, and easy projects that are creative and usable. $5.00 fee.	21
Arts and Crafts	Want to make and take? Learn how to make easy products that are creative and usable. Make decorative photo album, seasonal projects, and more $5.00 fee.	18
Board games	Play: Sorry, Outburst, Scattegories, Jenga, Monopoly and Checkers	26
Boys Athletics	Interested in playing football, basketball, or soccer, and willing to commit to after school practices? Join athletics and participate in competitive after school sports against area middle schools.	76
Break dance	Do you want to break dance? Would you like to learn? If so join the Q BREAKING CREW	30
Calligraphy/ Scrapbooking	Come learn and practice various alphabets in calligraphy and use calligraphy for a variety of projects including a personal yearbook or scrapbook. $5.00 fee.	12
Cameras	Learn how a camera works and about different types on the market today. Also, opportunities to take pictures and judge each others.	Did not make
Cards	Learn how to play card games such as double/triple Solitaire, Hearts, Spades, Gin, Speed, and many more.	17
Cartoon Club	Learn to draw cartoon characters and work on developing comic strips. From crazy to wacky to detail, action figures animals and more.	24
Chess	Destroy your opponent in four moves or less. Join the chess club.	15
Mock Trials/ Debate	Come and learn the fine art of hot to argue and see the world!	18
DJ Club	Listen to and learn to create special dance mixes for	25

	different audiences. Learn about DJ announcing and broadcasting.	
Dominoes	Play and or learn to play dominoes.	15
Drama	This advanced speech and drama club prepares students to perform at a competitive level and for those students wishing to improve their acting skills	31
Drawing	Do you like to draw? We will draw and sketch real still life, landscape, and life drawings. The student will need a sketch book , drawing pencil, and eraser. Be as creative as you like.	20
Entertainment	Interested in movies, books, and music? Come and learn how to express opinions and views about movies you watch, books that you read, or music you listen to.	20
Fitness 2000	Want to get buff? Need to learn to eat right and get into shape? Join Fitness 2000! Activities include: walking, fitness, circuits, resistance exercises, nutrition advice, and much more. Bring your sneakers.	22
Foreign Language Club	In my foreign language club you will not only learn new things about different languages of Europe but also learn new things about the culture of different nations of Europe. Come and join me and have fun!	14
Girls Athletics	Interested in playing volleyball, basketball, or soccer, and willing to commit to after school practices? Join athletics and participate in competitive after school sports against area middle schools.	45
Girls Camping	What kind of outdoor activities do you like or want to learn? Cooking? Hiking? Overnight Camping? Learn how to plan, prepare and enjoy camping. $5.00 fee	23
Hot Air Balloons	Plan, design, construct, and launch miniature hot air balloons.	24
Investment Club	Would you like to learn how to turn $50 into $500 or $100 into $2000? Join the investment Club to find out how.	5
Jigsaw Puzzles	We will do activities that are fun and relaxing. Jigsaw puzzles are stimulating, thought provoking, and problem solving. We will listen to music, and have a Blast.	19
Model Rockets	Build your own rocket from scratch. Launch that rocket and others. Learn about flight.	22
Movies	We will watch cartoons, feature releases, old movies, westerns, romance, horror...you name it. We will even watch really bad movies and make fun of them.	28
Multicultural Club	Club members will work with the Multicultural Committee establishing activity celebrations of many cultures. Members of this club will decorate the hallways and help establish school wide activities.	11
Mystery	Who dunnit? Come solve mysteries with us. Play games, act out plays, and watch mysteries unfold.	18
Newspaper	Have a knack for gossip? Like to listen to music or interview people? We'll write it up for the whole school to read.	20
Number	Playing with numbers: a variety of board games and card	Did not make

Games	games that involve numbers	
Odyssey of the Mind (seventh)	Do you like solving problems, working on a team, and being creative and inventive? If so, Odyssey of the mind is the club for you. OM is a year-long club that competes against other schools.	7
Odyssey of the Mind (eighth)	Do you like solving problems, working on a team, and being creative and inventive? If so, Odyssey of the mind is the club for you. OM is a year-long club that competes against other schools.	Combined with above
Origami	The word origami, which means paper folding, is recognized universally. It is a Japanese tradition that has been handed down for centuries	11
Peer Mediation	Learn to mediate and help people solve their problems. You will organize and work at Quintanilla after you have learned and passed the mediation skill test.	15
Pep Band	Preparing performance music and performance skills for the "All Star Prep Band." The band will perform for football games, pep rallies and community parades. Advanced band students and beginning or advanced percussion.	11
Poetry	Poems: Write, share Find, read, talk Listen Draw	Did not make
Science Club	Do you enjoy experimenting and creating your own labs? Are you curious? Come discover the unknown mysteries of the world.	22
Show Choir	A group of boys and girls with skills and dancing that will be doing a variety of popular music types.	15
Sign Language	Learn to use sign language for fun and to communicate.	Unknown
Spirit club	Come learn movements, chants, cheers, and spirit dances in order to support and raise spirit at athletic events, school functions, and pep rallies. You must maintain a passing average to participate at games and rallies.	28
Star Wars	Are you challenged by visual-perception skills, computational skills, and exploring coordinate grids? Compete for prizes.	26
Strategy Games	Explore the fun of thinking games like Mastermind, Stratego, Scrabble, 3-D, Tic-Tac-Toe, chess, or checkers. Learn ways to trap you opponent and improve your problem-solving skills.	11
Surf Club	Student Governing organization consisting of elected members who encourage school and community participation and enhancement.	24
Student Council	Working in-groups of two or three students will be trained as information specialists on the Internet.	20
Travel Club	Where would you like to go? We will go there. Visit many of the exciting fun places around the world and beyond.	21

Toys and Games around the World	Students will do some minor research on different toys and games from other countries (of their own choice). Then they will actually make toys and games of their own that represent the country of their choice.	17
Video Yearbook	Lights! Cameras! Action! Plan, organize and produce Quintanilla's 1998-1999 video yearbook. Camera operators, interviews, sound crew, and lighting staff will be formed.	25
Walking	We will focus on proper nutrition, exercise to music and walking 1-3 miles each day. We will keep a journal of our eating habits and improvements when we walk.	15
Yearbook Club	Help make history! Join us in creating the Quintanilla Yearbook. Take pictures, create interesting pages, and help with sales and distribution.	22
YW teens	Discuss issues such as makeup, fashion, friends, relationships, and other topics related to young ladies. We will also be doing fund-raisers, field trips and community service.	15

Additional Clubs not on Initial List and their enrollment:

Computer Graphics	20
Cooking	21
Dominoes/Games	15

APPENDIX I

APPENDIX I

Theme:
Boys' Town Social Skill Objective: Activity 1:
Objective: Activity 2:
Closure: Supplies Needed:

Figure I1. Advisory Curriculum Template

APPENDIX J

APPENDIX J

The RPTIM model	Three I-Organizer	Analysis Categories
Readiness	Initiation	Focus
Planning		Planning
Training		
Implementation	Implementation	Implementation
Maintenance		Maintenance
	Institutionalization	Stabilization

Figure J1. Representation of infusing the two innovation models into categories for analysis. The five steps of the RPTIM model were aligned with the three steps of the Three I-Organizer to come up with the five analysis categories used for considering innovation.